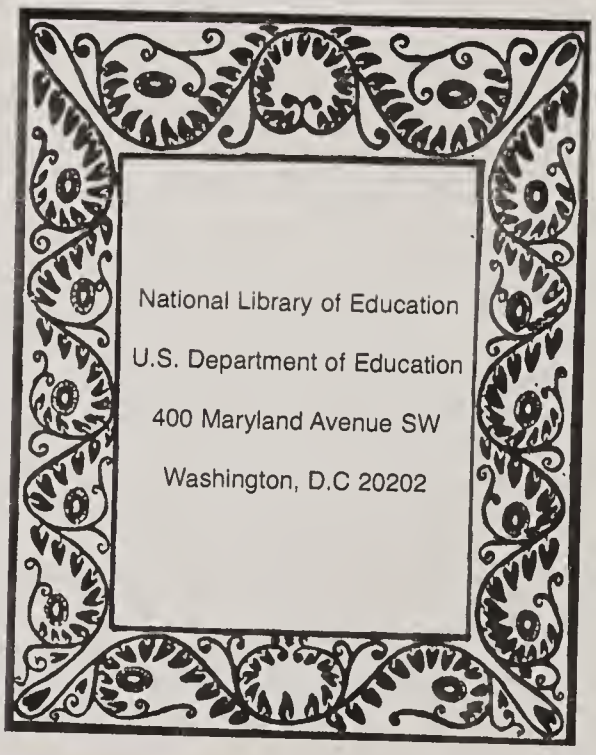
LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON D C



LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C

SCHOOL LIFE

Volume 28, No. 1 ☆ Official Journal of the U. S. Office of Education ☆ October 1945

APR 20 1948
NATIONAL EDUCATION ASSOCIATION

CONTENTS

	Page
Periodical Plans Announced	1
Army Education Pamphlets Available to Citizens	2
Continue War Stamp and Bond Programs	2
A World Organization for Peace	3
Draft Proposals for an Educational and Cultural Organization	5
A Builder of People	8
That Civilization May Survive	9
Preparing Youth for Citizenship	10
Health and Physical Education Resolutions	11
Education and the 79th Congress, First Session	13
American Education Week	14
Farm Youth and Tomorrow's Agriculture	15
Schoolhouse Planning	16
Consultation Service Continues	16
National Leaders Conference on Visiting Teacher Problems	17
Pan American Club Activities	20
Alabama Supervisors Conference	23
Practical Nurse Training	23
A Supplement to "500 Books for Children"	24
U. S. Government Announces	32

Periodical Plans Announced

WITH the close of war the U. S. Office of Education resumes publication of School Life, its regular monthly journal for the past quarter century.

The emergency biweekly, *Education for Victory,* endeavored to serve for its more than 3 years "as a courier, a swift and dependable messenger" in the far-reaching wartime areas of educational needs. We trust that its plain and crowded pages brought to educational leaders timely and helpful information which served widely during the tense and difficult days of World War II. The issue dated June 20, 1945 (Vol. 3, No. 24) closed publication of that periodical.

The U. S. Office of Education now turns its concerted effort toward making School Life serve educational leaders widely and helpfully during this first postwar school year. It will bring to its readers reports and results of significant studies by specialists in the many educational fields. It will present official information concerning Federal legislation and regulations affecting education; reports on educational activities, trends, and progress from the various States and from over the world. It will endeavor truly to bring to the Nation's school people the kind of official information that the Federal Government's long established bureau in the field of education collects through its regular and special channels in meeting its basic Congressional mandate for the collection and dissemination of such statistics and facts "as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."

Various issues of School Life during the coming school year will contain departmental sections on school administration, secondary education, vocational education, elementary education, auxiliary school services, as well as on international educational relations.

The Office is continuing to issue a separate 12-page semimonthly publication begun last year, particularly for service to colleges and universities. [*Next page*]

SCHOOL LIFE

Published monthly,
except August and September

Federal Security Administrator
PAUL V. McNUTT

U. S. Commissioner of Education
JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

Developments in the postwar period no doubt will bring changes in the Office of Education's periodicals, but for the current year the above plan will be followed. The Office welcomes suggestions from its many readers who are daily serving in various fields where educational "grassroots" have been nurtured successfully in our American democracy since its very founding.

Army Education Pamphlets Available to Citizens

The Army has now arranged for the public to obtain copies of the GI Roundtable educational pamphlets heretofore issued only to service personnel, the Historical Service Board has announced. Twenty-seven titles are in print and new ones are coming from the press at the rate of about two a month.

The pamphlets are intended as guides to group discussion. The material is prepared by authorities on each subject, reviewed for impartiality, and then rewritten in popular style, the board states. Cartoons, photos, pictographs, and the like are used.

For help in preparing authentic and unbiased material, the War Department turned to the American Historical Association. Guy Stanton Ford, executive secretary of the association, was authorized to sign a contract with the War Department and put the program in action. The Historical Service Board, a subsidiary organization, was set up under direction of Theodore C. Blegen, dean of the Graduate School, University of Minnesota.

Since it began operation in October 1943, the board has received from the Army education branch a total of 83 topics for pamphlets. The following titles are in print and may be obtained for 15 cents each from Superintendent of Documents, Washington 25, D. C.

EM 1, Guide for Discussion Leaders.
EM 2, What Is Propaganda?
EM 10, What Shall Be Done about Germany after the War?
EM 11, What Shall Be Done with the War Criminals?
EM 12, Can We Prevent Future Wars?
EM 13, How Shall Lend-Lease Accounts Be Settled?
EM 14, Is the Good Neighbor Policy a Success?
EM 15, What Shall Be Done About Japan After Victory?
EM 20, What Has Alaska To Offer Postwar Pioneers?
EM 22, Will There Be Work for All?
EM 23, Why Co-ops? What Are They? How Do They Work?
EM 24, What Lies Ahead for the Philippines?
EM 30, Can War Marriages Be Made To Work?
EM 31, Do You Want Your Wife To Work after the War?
EM 32, Shall I Build a House after the War?
EM 33, What Will Your Town Be Like?
EM 34, Shall I Go Back to School?
EM 35, Shall I Take Up Farming?
EM 36, Does It Pay To Borrow?
EM 40, Will the French Republic Live Again?
EM 41, Our British Ally.
EM 42, Our Chinese Ally.
EM 43, The Balkans—Many Peoples, Many Problems.
EM 44, Australia: Our Neighbor "Down Under."
EM 45, What Future for the Islands of the Pacific?
EM 46, Our Russian Ally.
EM 90, GI Radio Roundtable.

Continue War Stamp and Bond Programs

The U. S. Treasury Department is encouraging schools to continue their War Stamp and Bond programs at least through next spring, Daniel Melcher, director, Educational Section, War Finance Division, reports. School aid is considered particularly crucial in the months ahead in view of the menace of postwar inflation and the necessity for continued war financing during reconversion.

Two objectives of the school savings program are:

(1) Qualification for the Treasury Minute Man flag showing that at least 90 percent of the students are saving regularly, and

(2) Completion of a campaign to finance one or more $3,000 hospital units through school savings. A special "We finished the job" citation and insignia for school flags will be presented to schools which maintain their 90 percent participation record during the winter and spring.

A World Organization for Peace

by Herbert J. Abraham, Division of Public Liaison, Department of State

AS the schools of the Nation reopen for a new scholastic year, it is fitting to recall the momentous events which have marked the summer months. Before schools closed for the summer, victory over two of the Axis powers had been achieved, but the prospect of a long and costly war against Japan tempered rejoicing. Victory is now complete; on August 14th the surrender of Japan was announced. Three months ago the United Nations Conference on International Organization was in session. Now the Charter of the United Nations has been written. That Charter was signed by the conference delegates on June 26; on July 28th it was approved by the United States Senate, and on August 8th was ratified by the President of the United States. On August 7th announcement was made of the first use of the atomic bomb.

These are historic dates, marking the opening of a new era.

The victory of the United Nations presents an opportunity to establish a world order through which peace may be preserved, human welfare promoted, and justice and freedom extended throughout the world.

That we may take advantage of this opportunity, the United Nations Organization has been established. By its rapid and decisive action in accepting the Charter, this country assumed responsibility for participation and leadership in the new international organization. The revelation that atomic energy had been harnessed in weapons of annihilation, made vivid to the people of this country the weight of their responsibility.

Mankind, it is felt, has been given not so much another opportunity as a last chance.

Preservation of Peace

The end of the war is the occasion for teachers, as for all Americans, to turn their thoughts to tasks which lie ahead. It is natural that energies, so long absorbed in a world-wide conflict, should now be in large measure concentrated on national and local problems and personal plans. As the threads of economic and social progress are picked up, education must meet its own problems of reconversion and development. But when we take up our domestic problems in peace, it should be remembered that the most compelling of all problems is the preservation of the peace. As President Truman said in the closing speech of the San Francisco Conference, "You have created a great instrument for peace and security and human progress in the world. The world must now use it . . . The successful use of this instrument will require the united will and firm determination of the free peoples who have created it . . ."

Cooperation in Many Fields

The Charter establishes an organization to be known as the United Nations. This organization does not stand alone. Although preeminent, it is only one of a number of agencies which are being formed to assist in the tasks of international cooperation. The International Labor Organization has been in existence for over 20 years. The United Nations Relief and Rehabilitation Organization was created in 1943 to assist countries stricken by the war to make the first steps toward recovery. The Food and Agriculture Organization has been established, with ratification of its constitution by more than the necessary 20 States. The Congress of the United States voted on July 21st its approval of the United States entrance into this organization. The Congress also voted on July 20 to approve our participation in the International Bank for Reconstruction and Development and the International Monetary Fund.

On August 1 a draft constitution was published for an Educational and Cultural Organization of the United Nations, and it was announced that a conference of those United Nations would be held in November in London to consider this document. Previous to the publication of the draft, the House of Representatives and the Senate had each voted unanimously in favor of resolutions approving the establishment of such an organization. Other agencies will be established as they are found necessary.

These agencies (the "specialized agencies," as they are called in the Charter) will be closely related to the United Nations. The relationship will be defined in agreement made with the Economic and Social Council of the United Nations, which will coordinate their work. They are the instruments through which the nations will work together for the solution of many of their economic and social problems.

The United Nations

The Organization established by the Charter of the United Nations follows in its main outlines the plan set forth in the Dumbarton Oaks Proposals. These Proposals had recommended that there be established a general international organization having as its organs a General Assembly, a Security Council, an Economic and Social Council, an International Court of Justice, and a Secretariat. These organs were established in the United Nations Charter; to them was added a Trusteeship Council. Membership in the Organization is open in the first instance to the 50 nations which signed the Charter at San Francisco. Other States may be admitted as their fitness for membership is approved by the Organization.

The General Assembly, in which each member is represented and has one vote, may be described as the annual conference of the members. The main functions of the Assembly are to supervise the work of the Organization and serve as a world forum on problems of international concern. The Assembly may discuss any matter within the scope of the Charter; it may make recommendations on any question except a dispute currently being handled by the Security Council.

The Security Council, consisting of five permanent members (China, France, Great Britain, U. S. S. R., and U. S. A.) and six elected members, has primary responsibility for bringing about peaceful settlement of disputes, and for taking action to prevent breaches of the peace and to check aggression.

The Economic and Social Council, with 18 elected members, acts under the authority of the General Assembly to promote solutions of economic and social problems and international cultural and educational cooperation.

The Trusteeship Council will supervise the administration of the Trusteeship System. This system provides for the administration of certain dependent territories, including mandates held under the League of Nations. The administering authority of each of these "trust territories" is obligated to promote the welfare of the inhabitants, to encourage respect for human rights and fundamental freedoms, and to foster the progressive development of the people toward self-government or independence.

The International Court of Justice will be an integral part of the United Nations. Member states of the Organization bind themselves to seek a solution of their disputes by peaceful methods, one of which is judicial settlement. Members bind themselves also to accept the decision of the Court in any case which they have submitted to it.

The Secretariat will be staffed by an international civil service, under the direction of the Secretary-General.

Such, in brief, are the main organs of the Organization on which the world's hope for peace chiefly relies. It is an organization which must depend mainly on the efficacy of impartial investigation, free discussion, and wise recommendation.

Declaration and Constitution

In ratifying the Charter, the members subscribe to declarations of principles and assume solemn obligations. The Charter, indeed, is both a Declaration and a Constitution. Not the least significant among the additions to the Dumbarton Oaks Proposals which were made at San Francisco were those additions which strengthened the declarations of principles and purposes. That international disputes should be settled "in conformity with the principles of justice"; that the organization should promote and encourage "respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion"; that Members undertake so to govern all dependent peoples (not merely those within the Trusteeship System) as "to ensure, with due respect for the culture of the peoples concerned, their political, economic, social, and educational advancement, their just treatment, and their protection against abuses"—these are representative of the spirit of the Charter.

It is significant, too, that a Commission of Human Rights was specified as a body to be appointed by the Economic and Social Council. This commission, it is expected, will have the opportunity to work out an international bill of rights which can be submitted to Member nations with a view to incorporation in their fundamental law.

The success of the Organization will rest in part on the development of common standards and principles which all peoples recognize as binding upon themselves and their governments. The progress made in the Charter in this direction is, therefore, an important contribution to the building of the peace.

It is clear that success requires also the continued cooperation of the major powers. This fact is recognized in the rule requiring unanimity of the permanent members of the Security Council on action proposed in the settlement of disputes. In the conduct of the war against the Axis, these major states have faced many critical issues, in which failure to reach agreement would have spelled disaster. Failure to reach agreement in the future in the settlement of disputes would be no less perilous. The duty to discuss and to agree rests upon them.

Education for Peace

The role of education in building the peace is explicitly recognized in the Charter in the declaration that the United Nations shall promote . . . "international cultural and educational cooperation." Further, it is a stated purpose of the proposed Educational and Cultural Organization to "foster the growth, within each country and in its relation with other countries, of educational and cultural programs which give support to international peace and security." It remains for teachers in this and other countries to translate this purpose into educational practice within the school and the classroom.

Theirs is a responsibility which was thus stated by Field Marshal Smuts, of the Union of South Africa, in his address at the final session of the San Francisco Conference: "All the social and political and spiritual forces of our peoples should be mobilised behind this plan. . . . For this total mobilisation of the human spirit for peace we must look to all who labour in the wider sphere of our human advance—to the press, the church, the schools and universities, and to all intellectual forces, all the vast network of social and moral agencies, which are the support of our civilisation. The great imponderables must also be enlisted for peace."

Write to
The Division of Research
and Publication
Department of State
Washington 25, D. C., for—

Department of State
Publication 2353
Charter of the United Nations
and
Department of State
Publication 2355
The United Nations Charter
as Declaration and as Constitution

●

Send 45 cents to
the Superintendent
of Documents
Government Printing Office
Washington 25, D. C., for—

Department of State
Publication 2349
Report to the President
on the Results of the
San Francisco Conference

●

For the text of Documents and official statements and articles by officers of the Department of State consult the

Department of State
Bulletin, weekly
annual subscription $3.50
from Superintendent of Documents

Draft Proposals for an Educational and Cultural Organization

FOLLOWING are the Draft Proposals for an Edueational and Cultural Organization of the United Nations as prepared by the Conferenee of Allied Ministers of Edueation in London.

The British Government has announced that it will call a United Nations Conference to meet in London on November 1, 1945, to prepare the constitution for this international organization, whieh will then be submitted to the various United Nations for ratification in aeeordance with their respeetive constitutional proeesses.

In order that there may be widespread discussion of the aims of this organization, the United States Government and the Conference of Allied Ministers of Edueation have made public the draft proposals for the constitution of the organization as prepared by the Conference of Allied Ministers of Education. It is hoped that educational groups will encourage wide discussion of these proposals, whieh are herewith quoted verbatim.

The High Contracting Parties

Determined that all possible steps shall be taken to further the attainment of international security and peace and to advance the welfare of the peoples of the world;

Recognising that cooperation in education and the furtherance of cultural interchange in the arts, the humanities and the sciences will promote the freedom, the dignity and the well-being of all and therefore assist in the attainment of understanding, confidence, security and peace among the peoples of the world;

Dedicated to the proposition that the free and unrestricted education of the peoples of the world, and the free and unrestricted exchange among them of ideas and knowledge are essential to the advancement of human welfare and to the preservation of security and peace;

Hereby establish the Educational and Cultural Organisation of the United Nations and agree to support its broad purposes and functions as expressed in this constitution through their participation in the activities of this international agency and through their respective national educational and cultural programmes.

Article I—Purposes

The purposes of the Educational and Cultural Organisation of the United Nations shall be:

(1) To develop and maintain mutual understanding and appreciation of the life and culture, the arts, the humanities and the sciences of the peoples of the world, as a basis for effective international organisation and world peace.

(2) To co-operate in extending and in making available to all peoples for the service of common human needs the world's full body of knowledge and culture, and in assuring its contribution to the economic stability, political security, and general well-being of the peoples of the world.

Article II—Principal Functions

To achieve these purposes the Organisation shall:

(1) Facilitate consultation among leaders in the educational and cultural life of all peace-loving countries.

(2) Assist the free flow of ideas and information among the peoples of the world through schools, universities and other educational and research institutions, libraries, publications and the press, the radio and the motion picture, international conferences and the exchange of students, teachers and all other representatives of educational and cultural life, with special attention to the exchange of information on major educational and cultural developments, including advances in scientific knowledge.

(3) Foster the growth, within each country and in its relations with other countries, of educational and cultural programmes which give support to international peace and security.

(4) Develop and make available educational and cultural plans and materials for such consideration and use as each country may deem appropriate.

(5) Conduct and encourage research and studies on educational and cultural problems related to the maintenance of peace and the advancement of human welfare.

(6) Assist countries that need and request help in developing their educational and cultural activities.

Article III—Membership

1. Members of the United Nations shall automatically be granted the right of membership. Other nations may be admitted by the Conference, acting by a two-thirds vote, upon recommendation of the Executive Board.

2. Any member may withdraw from the Organisation after two years' notice of intention to do so, provided that its financial obligations shall have been fulfilled at the time of withdrawal.

3. Each member undertakes, subject to the requirements of its constitutional procedure to contribute to the Organisation promptly its share of the expenses. The right of a member to vote in the Conference and the eligibility of its nationals to be elected to the Executive Board shall be automatically suspended for any member that fails for two successive years to meet its financial obligations to this Organisation, with the proviso that the Conference may in exceptional circumstances waive such suspension.

4. Members of the Organisation which are suspended from the exercise of the rights and privileges of membership in the United Nations shall automatically be suspended from the rights and privileges of this Organisation.

Article IV—Organs

1. The Organisation shall include a Conference, an Executive Board, and a Secretariat.

Article V—The Conference

A. Composition

Alternative a

The Conference shall consist of the representatives of the members of the Organisation. The Government of each member state shall appoint not more than five representatives, who shall be selected in agreement with the National Co-operating Body or Bodies (or National Commission).

Alternative b

The Conference shall consist of the representatives of the members of the Organisation. The Government of each member state shall designate not more than five delegates. Three out of a five-member delegation shall be selected in agreement with the National Co-operating Body or Bodies (or National Commission). When a state does not appoint the full delegation of five, one delegate only shall be appointed independently by the Government, except that, when there is only one delegate that delegate shall be selected in agreement with the National Co-operating Body or Bodies (or National Commission).

Alternative c

The Conference shall consist of the representatives of the members of the Organisation. The Government of each member state shall appoint not more than five delegates who shall be selected after consultation with the National Co-operating Body or Bodies (or National Commission).

Alternative d

The Conference shall consist of the representatives of the members of the Organisation. The Government of each member state shall appoint not more than five delegates who shall be selected after consultation with educational and cultural bodies.

Alternative e

The Conference shall consist of the representatives of the members of the Organisation. The Government of each member state shall appoint not more than five delegates who will be selected, if convenient to the government concerned, after consultation with educational and cultural bodies.[1]

[1] The adoption of this alternative would involve the modification of Article VIII in the sense of making this Article entirely optional.

B. Functions and Powers

1. The Conference shall determine the general policies and the programme of the Organisation.

2. The Conference is empowered to make recommendations to the members. The Conference may by a two-thirds majority adopt for submission to the members with a view to their acceptance by the appropriate constitutional procedure, agreements on educational and cultural programmes, designed to accomplish the purposes of the Organisation.

3. The Conference shall advise the United Nations on the Educational and Cultural aspects of matters of concern to the latter in accordance with terms and procedure agreed upon between the appropriate authorities of the two organisations.

4. The Conference shall receive and consider reports submitted periodically by the members on educational and cultural developments within their respective territories and on the effect given to the recommendations of the Organisation.

5. The Conference shall elect the members of the Executive Board. It shall admit new members to the Organisation and elect the Director-General on the recommendation of the Executive Board.

6. The Conference shall approve the budget of the Organisation and the allocation of financial responsibility to the members.

7. Gifts and bequests may be accepted by the Conference and utilised under its direction provided the conditions of the gift or bequest are consistent with the purposes and policies of the Organisation.

C. Voting

Each Member State shall have one vote in the Conference. Decisions shall be made by a simple majority of those present and voting, except where otherwise specified in this instrument.

D. Procedure

1. The Conference shall meet annually in regular session; it may meet in extraordinary session on the call of the Executive Board. The sessions shall be held from time to time within the territories of different members.

2. The Conference shall set up such committees and other subordinate bodies as may be necessary for the performance of its functions.

3. The Conference shall elect its own officers and adopt its own rules of procedure.

Article VI—The Executive Board

A. Composition

The Executive Board shall consist of 15 persons elected by the Conference from among the delegates. In electing the members of the Executive Board, the Conference shall have regard to the desirability of including persons with varied experience in education, in the arts, the humanities and the sciences, bearing in mind geographical distribution. Not more than one delegate from any member state shall serve on the Board at any one time. The members of the Board shall serve for a term of three years and shall not be immediately eligible for reelection. At the first election, five persons shall be elected for a 3-year term, five for 2 years, and five for 1 year. Thereafter, five persons shall be elected each year. Members elected to the Executive Board for a partial term shall be eligible for reelection.

B. Functions and Powers

1. The Executive Board shall be responsible within the competence of the Organisation for giving effect to the programme for the Organisation adopted by the Conference.

2. The Executive Board shall supervise the administration of the Organisation and prepare the agenda for the meetings of the Conference.

3. The Executive Board shall recommend to the Conference the admission of new members to the Organisation.

4. It shall be empowered to make appointments to fill vacancies in its membership, which appointments shall terminate at the next meeting of the Conference, when an election shall be held for the unexpired term.

5. The members of the Executive Board shall exercise the powers delegated to them by the Conference on behalf of the whole Conference and not as representatives of their respective governments.

C. Procedure

The Executive Board shall elect its own officers and, subject to any decisions of the Conference, determine its own rules of procedure.

Article VII—The Secretariat

1. The Secretariat shall consist of a Director-General and such staff as may be required.

2. The Director-General shall be nominated by the Executive Board and elected by the Conference under such conditions of tenure and compensation as the Conference may approve. He shall be the chief administrative officer of the Organisation, immediately responsible to the Executive Board, and the staff shall be responsible to him. He, or a deputy designated by him, shall participate, without the right to vote, in all meetings of the Conference, the Board, and all committees of the Organisation. He shall formulate proposals for appropriate action by the Conference and the Board.

3. The Director-General shall appoint the staff of the Secretariat under regulations adopted by the Executive Board which shall provide for the approval by the Board of appointments in the higher administrative grades. Subject to the requirements of efficiency and technical competence, the staff shall be recruited on as wide a geographical basis as possible.

4. In the performance of their duties, the Director-General and the staff shall be responsible only to the Organisation. Their responsibilities shall be exclusively international in character, and they shall not seek or receive instructions in regard to the discharge thereof from any authority external to the Organisation. The members undertake to respect fully the international character of the responsibilities of the Secretariat and not to seek to influence any of their nationals in the discharge of such responsibilities.

5. The Conference shall make provision for the determination by an administrative tribunal of disputes relating to the conditions and terms of appointment of members of the staff.

Article VIII—Alternative Titles

(1) National Commissions.

(2) National Co-operating Bodies.

A. Composition

Alternative a

Each member of the Organisation shall establish a National Commission on educational and cultural co-operation, broadly representative of the Government and the principal groups devoted to and interested in educational and cultural matters. Delegates to the Conference shall, during their period of service be included in the National Commission. Each member state shall be free to adapt the size and scope of the National Commission to its own special conditions.

Alternative b

Within each member state, the Government shall appoint or recognise a National Co-operating Body or Bodies, representatives of its principal educational and cultural groups, to be associated with the Government in the activities of the Organisation.

Alternative c

Each member state shall make such arrangements as suit its particular conditions, either by the formation of a National Commission or otherwise, for the purpose of associating bodies of educational and cultural opinion with the work of the Organisation.

B. Functions and Powers

1. National Co-operating Bodies (or National Commissions) shall act in an advisory capacity to the National Delegation to the Conference and to the Government in matters relating to the Organisation.

Alternative a

2. The National Delegation to the Conference shall be appointed by the Government in agreement with the National Co-operating Body or Bodies (or National Commission).

Alternative b

Certain members of the National Delegation to the Conference shall be appointed by the Government in agreement with the National Co-operating Body or Bodies (or National Commission).

Alternative c

The National Delegation to the Conference shall be appointed by the Government after consultation with the National Co-operating Body or Bodies (or National Commission).

Alternative d

The National Delegation to the Conference shall be appointed after consultation with bodies of educational and cultural opinion.

3. The National Co-operating Bodies (or National Commissions) shall consider recommendations and reports made by the Educational and Cultural Organisation of the United Nations and take such steps as are suitable and desirable to further the general objectives of the Organisation.

Article IX—Reports by Members

1. Each member shall report periodically to the Organisation, in a manner to be determined by the Conference, on activities and developments related to the functions of the Organisation and on the action taken on the recommendations by the Conference.

2. Each member shall upon publication communicate to the Organisation laws, regulations, official reports and statistics concerning its educational and cultural institutions and organisations.

Article X—Juridical Status of the Organisation and Its Personnel

1. The Organisation shall possess international personality and legal capacity. The members of the Organisation shall accord to the Organisation the privileges, immunities, exemptions and facilities which they accord to each other including in particular (a) immunity from every form of legal process; (b) exemption from taxation and customs duties; and (c) inviolability of premises occupied by, and of the archives and communications of, the Organisation.

2. The members of the Organisation shall accord diplomatic privileges and immunities to persons appointed by other members as their representatives in or to the Organisation, and to the higher officials of the Organisation not being their own nationals. They shall accord to all officials and employees of the Organisation (a) immunity from suit and legal process relating to acts performed by them in their official capacity; (b) exemption from taxation of their official salaries and emoluments; and, in general (c) such privileges, exemptions and facilities as they accord under similar circumstances to officials and employees of foreign governments.

Article XI—Amendments

1. Proposals for amendments to this instrument shall require the approval of the Conference by a two-thirds majority, and amendments shall take effect on ratification by two-thirds of the member states. The draft texts of proposed amendments shall be communicated by the Director-General to the members at least 6 months in advance of their consideration by the Conference.

2. The Conference shall have power to adopt by a two-thirds majority rules prescribing the times within which proposed amendments must be accepted in order to become effective and other rules of procedure to carry out the provisions of this Article.

Article XII—Interpretation

1. The English and French texts of the Constitution shall be regarded as authoritative.

2. Any question or dispute concerning the interpretation of this instrument shall be referred for determination to the international court of justice or to an arbitral tribunal as the Conference may determine.

Article XIII—Relations with the United Nations

1. The Organisation shall be brought in relationship with the United Nations, this relationship to be defined by an agreement approved by the appropriate organs of both bodies.

2. Notwithstanding the provisions of Article XI, such agreement may, if approved by the Conference by a two-thirds majority, involve modification of the provisions of this Constitution, provided that no such agreement shall modify the purposes and limitations of the Organisation.

Article XIV—Relations with Other Specialised International Organisations

1. The Organisation may co-operate with other specialised international organisations, both public and private, whose interests and activities are related to and in harmony with its purposes.

2. The Executive Board, with the approval of the Conference, may enter into agreements with the competent authorities of such organisations defining the distribution of responsibilities and methods of co-operating, and maintain such joint committees with them as may be necessary to assure effective co-operation.

3. Whenever the Conference of this Organisation and the competent authorities of any other organisation whose purposes are similar deem it desirable to effect transfer of the resources and functions of the latter to this Organisation, the Executive Board, subject to the approval of the Conference, may enter into mutually acceptable arrangements for this purpose.

Article XV—Establishment of the Organisation

This instrument shall come into force when 20 of the Governments of the United Nations shall have filed with the Interim Educational and Cultural Commission of the United Nations (to be set up in accordance with the Transitory Provisions) official notice of their acceptance of it and adherence to the Organisation. Thereupon the Chairman of the Interim Commission shall cause to be convened the first meeting of the Conference of the Organisation, which shall proceed with the election of the Executive Board and the Director-General and shall make whatever other arrangements which may be necessary to put the Organisation into operation.

Transitory Provisions

1. Pending the approval of the Constitution by twenty nations and the calling of the first meeting of the Conference, the persons designated in Annex 1 of this Constitution shall serve as members of the Interim Educational and Cultural Commission of the United Nations. This commission shall call the first meeting of the Conference and prepare the Agenda and preliminary analyses required for effective action by the Conference.

This Interim Commission shall be assisted by an international Secretariat and financed by the participating Governments in a manner to be determined at the Constituent Conference.

2. The following exceptional arrangements shall apply in respect of the financial year in which this Constitution comes into force: the budget shall be the provisional budget set forth in Annex 2 of this Constitution, and the amount to be contributed by member states shall be in the proportion set forth in Annex 3 of this Constitution.

NOTE.—Annexes 1, 2 and 3 will be drawn up at the Constituent Conference.

A Builder of People

In the death of James William Crabtree early in the summer, American education lost a friend who throughout a long career was "a builder of people and institutions."

Mr. Crabtree was born on a farm in Scioto County, Ohio, in 1864, and there began his schooling. During the seventies he moved with his family to the sod-house frontier of western Nebraska.

After teaching 6 years in rural schools, he was called to Ashland where he served 6 years as superintendent; then to the University of Nebraska where he tanght mathematics for a year; and to the principalship of the Beatrice High School for a year. He was called back to the nniversity to serve as inspector of high schools, at a time when secondary schools were rapidly expanding throughout the State. He next accepted the presidency of the Peru Normal, then the only State school in Nebraska for preparing teachers. To this institution, between 1904 and 1910, he brought ontstanding teachers and students from Nebraska and nearby States.

When Mr. Crabtree was called to the National Education Association as secretary in 1917, there were but 8,000 active members. When he retired in 1935, the association had grown to be the largest professional organization in the world, with a program of outstanding service and leadership.

Canadian Government Film

Now the Peace, latest "World in Action" film subject, produced by the National Film Board of Canada, analyzes the peace proposals discussed at San Francisco and formulated at Dumbarton Oaks and explains the meaning and possibilities of the military, social, and economic propositions that were considered at the conference in the light of their practical significance for all people. Lilias Savage, distribution liaison officer of the Board, states.

Information about *Now the Peace* and other Canadian Government Films may be secured from the Board, Canadian Embassy Annex, 1771 N Street NW., Washington 6, D. C.

That Civilization May Survive

FOLLOWING is an address made by the Honorable Sam Rayburn, Speaker of the House of Representatives, at the University of Maryland's Commencement, in June.

The newspapers recently carried an interesting and dramatic story concerning one of our faithful and beloved public-school teachers. This story told how the President of the United States, after appointing a high-school classmate to an important Government position, telephoned the gracious lady who had taught both him and his appointee in high school and announced the appointment. I can appreciate the pride that teacher took in the success of the men whom, as boys, she had taught.

All over this land, high-school graduates with varying degrees of success in their careers are paying tribute to their public schools and to those splendid teachers who labor so faithfully and effectively for the good of their pupils and, through them, for the good of their country. And, conversely, all over the country our public schools, large and small, rural and urban, are justly paying tribute to the achievements of their former pupils who have faced life fearlessly and successfully. Our public schools are proud of what they have thus accomplished for the betterment of this country. A great man of my State once said "Education is the guardian genius of Democracy."

We cannot pay too great a tribute to our schools. Under a form of government which recognizes the worth and integrity of the individual, regardless of who he may be or where he may live, it is essential that there be comprehensive education that will give to every person that kind of training which will make him understand and appreciate what democracy means and make him desirous of accepting his responsibilities as a citizen. Only in democratic countries does every individual have the right of participating in the processes of government, and it is, therefore, necessary that adequate educational opportunities be given to all in order that all may be prepared to make intelligently those decisions our citizens must make. One can be free in his actions only if he is enlightened, and our country can be free in its actions only if all its citizens have the blessings of education. The stability of our democracy depends upon individual enlightenment and intelligent understanding and action.

A Literate People

May I discuss with you briefly the place and responsibility of the public school in our nation. *First of all*, we must have a literate people. Every citizen, because of his right of franchise, must know "what is going on"; must understand and appreciate the various factors involved in problems of a local or national nature; must be aware of and be able to evaluate proposed solutions of complex problems.

Literacy does not mean simply the ability to read and write, or achievement on the fourth-grade level, which is the present Army standard of literacy. It means training of the individual to a far greater extent than was necessary in the "horse and buggy" days. It means training of the individual to the limit of his capacity to learn and of the ability of the State to pay, consistent with the common good. It means that in no State can there be an appreciable number of citizens who live in ignorance, superstition, and fear, for that is dangerous to any form of government which rests upon the consent of the governed. Adequate literacy in a nation can be achieved only if the educational institutions are well prepared and equipped.

A Healthy Nation

In the second place, we must have a healthy nation. Education teaches us not only how to improve living in its various aspects; it first makes us aware of the improvements that should be made. Education does not necessarily bring happiness; frequently it brings dissatisfaction because of an awareness of bad conditions. But progress is dependent upon intelligent dissatisfaction with existing conditions. We know—and two terrible wars have brought it to our attention—the tragedy of discovering millions of young men and women unprepared for the arduous tasks of war. We do not wish to have a people healthy merely for purposes of war, which may eventuate, but we desire a healthy people in order that they may take full advantage of the opportunities in everyday life. We must have a virile as well as an educated people.

The fact that millions of our youth were rejected by Selective Service for physical and educational reasons should be as much a matter of concern to us in peacetime as in war. This weakness in our physical condition is a tragedy of waste, as it is, for the most part, preventable. It is not necessary for me to discuss in detail the economic and social loss thus entailed.

Efficiency in Vocations

The third responsibility of our schools is to develop efficiency in vocations. For the most part youth leaving our schools before or after high-school graduation go into some practical occupation. To have a happy, healthy, and successful nation, we must have individuals who are vocationally efficient and happy, men and women who take pride in their work and in what they are doing. We do not want our youth and our citizens to engage in work which for one reason or another is distasteful to them in every respect—distasteful for the simple reason that they lack the skill of being successful in it.

I do not mean at all that any occupation *per se* should bring unhappiness to anyone; I am merely attempting to say that an unhappy state of mind is likely to result, unless a person has chosen his vocation of his own free will and accord and unless he has had that type of training which guarantees him a reasonable amount of success, in personal satisfaction at least, even if recognition and financial remuneration may not be great.

If we have citizens who are unhappy, dissatisfied, disgruntled with the ways in which they make a living, it follows naturally that we are likely to have a nation of citizens disgruntled about

many things and disposed to blame government for their unhappiness. Therefore, not only for the sake of individual security and the good life, but also for the sake of preserving our form of government, we must see to it that every individual has the opportunity to make himself economically efficient. The schools have before them an enormous obligation and task in this respect!

Attitude of Civicmindedness

The fourth responsibility of the schools is to see to it that there is developed in every individual an attitude of civicmindedness. The essence of our real democracy lies very largely in our small communities, and in the way in which we settle our affairs with our neighbors and friends locally. It is so much easier to solve our problems if we possess the inclination to help our neighbor. There are so many advantages that all of us could possess as individuals, if we were willing to provide for them cooperatively; and life for all would become happier and more satisfying if these opportunities were provided. It seems to me, therefore, most essential in a democracy that there be a sincere desire on the part of all citizens for the common good.

Love of Country

Another responsibility of our schools is to develop in our youth a love of country and of the democratic way of life. The principles of liberty, freedom, and justice for which our forefathers fought and died are precious and should be preserved. There is danger that unless we have the proper understanding and appreciation of what those principles mean, and of the cost at which they were secured, we may fail to nourish and cherish them as we should. Not in the slightest would I imply that our young people do not love their country; they have demonstrated clearly and unmistakably by their valor and heroic achievements on the battlefield that they are fighting for something that has a great and inspiring effect upon them. But I am asking for an intelligent and emotional, if you please, attitude on the part of all our people toward those principles of democracy which have made us a nation in which individual rights and freedoms are respected and defended. This is a primary purpose of our schools.

Our Place in International Affairs

We have another responsibility that is pretty urgent at this time, which is a knowledge and appreciation of our place in international affairs. There was a time when the ocean to the East and the one to the West were our greatest friends and our greatest protection. That time has passed. With swift transportation and new agencies of destruction these oceans may have caused a great hazard. We must realize that we are a part of the great world in which we live. Our men and women in our armed forces have done their part in the world's great business of war. We, as a nation, as the greatest nation on earth, as the greatest Democracy of all times, must do a man's part in the world's great work of peace. If we do not put forth every effort to bring about an ordered world and a permanent peace, we will have failed our day and generation. We must cooperate. We must be a part of the great work. A better world will come about by our people being educated in the ways of peace and world concord. We must do the job this time in order that democracy, freedom, yea, and that civilization may survive.

Preparing Youth for Citizenship

A QUARTER of a million more pupils attending high school this year than last is the goal of the 1945–46 *National Back-to-School Drive* being sponsored by the U. S. Children's Bureau and the U. S. Office of Education with cooperation of the Office of War Mobilization and Reconversion, the Retraining and Reemployment Administration and its Advisory Council, and the Office of War Information. This objective can be achieved by:

(1) Keeping in school teen-age boys and girls who have not completed their high-school education, and

(2) Bringing back those who dropped out before graduating.

Largely as a result of last year's drive, the 1944–45 student enrollment maintained approximately the level of the previous year. High-school enrollment at the close of the year, nevertheless, was more than a million below the 1940–41 all-time peak.

Many of the 1,500,000 youths of high-school age who left school without graduating and entered full-time employment are being laid off as cut-backs come. These are a significant pool of potential students. Another pool is this summer's extra 2,000,000 vacation workers who have not completed their courses and should give up their new jobs to continue in school. Forty percent of youth who entered ninth grade at the peak of high-school enrollment did not complete the twelfth year. Pupils still in school but thinking of dropping out in the hope of getting a job constitute a third pool from which to draw for this quarter million.

The temptation of youth in the fall to hold on to jobs and give up school is often great and it requires the combined and continuous efforts of educators, employers, labor leaders, and parents to convince these youth of the importance of completing their education.

When it is necessary for students to work, Government agencies favor a combination of school-and-part-time work over full-time employment. Limits to part-time jobs have been agreed upon by the War Manpower Commission, Office of Education, and the Children's Bureau as follows:

1. *Hours should not be too long.*—A combined school-and-work program should ordinarily not be over 8 hours a day, and under some circumstances less. For 16- and 17-year-olds daily hours of employment should not exceed 4 on a school day and 8 when school is not in session. Weekly hours of work should be held to not more than 28 when school is in session. Younger students should have shorter hours in order to safeguard their health and educational progress.

2. *Occupations should be safe.*

3. *Young workers should get employment certificates.*—Certificates prove age, protect the young worker from illegal employment, and provide the means whereby an employer can protect himself from unintentional violations of the child-labor laws. In most States,

Educational Reconversion

For 4 years, war pressures have pushed high-school enrollment down and child-labor employment up.

This trend should now be reversed.

Wartime uses of high-school education have been emphasized for 4 years.

Long-time values of education must now gain national recognition.

High-school programs and courses that have been geared to wartime conditions must be readapted to peacetime needs of youth.

Public backing for this educational reconversion is essential.

local school officials are the issuing officers.

4. *Child-labor laws should be observed.*—Federal and State child-labor laws protect children from occupations unsuitable or dangerous to them. During the war, violations have greatly increased. Three State labor departments report child-labor violations multiplied from 5 to 14 times. More than 7 times as many children were found to be illegally employed under the child-labor provisions of the Federal Fair Labor Standards Act in 1945 as in the year 1941. These violations occurred in more than 6 times as many establishments.

5. *Plans for part-time work combined with school should be worked out* by the schools with labor, employer, and other community groups in close cooperation with the U. S. Employment Service.

It is believed that adults can now be secured to fill most jobs left vacant by teen-agers when they return to school. Throughout the war, the War Manpower Commission maintained that the first responsibility and obligation of youth under 18 was to take full advantage of educational opportunities. Now that youth must prepare for postwar services and citizenship duties, even greater importance is attached to the urgency of their completing their educational training. With parents and educational staff, particularly, rests a large share of the responsibility for keeping teen-aged youth in school.

Health and Physical Education Resolutions

At its twentieth annual meeting held recently in Washington, D. C., The Society of State Directors of Health and Physical Education[1] *passed the following resolutions:*

Shortage of Physical Education Teachers

Whereas there is an acute shortage of qualified physical education teachers; and

Whereas the field of physical education requires a high level of general intelligence, social adjustment, personal integration, and motor skills;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education direct the attention of all professional bodies, including schools and colleges, to the necessity of recruiting young men and young women for preparation and training in physical education.

Teacher Certification

Whereas there is a shortage of qualified physical education teachers; and

Whereas in many States temporary certificates have been issued or certification requirements have been lowered to approve partially trained or nontrained personnel for teaching in the field of physical education in order to maintain programs in local schools; and

Whereas satisfactory instruction for physical education demands extensive professional and technical training;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education urge professional associations and agencies responsible for certification of teachers in physical education in the various states and localities to restate the requirements for the preparation and certification for teachers of physical education in terms of needs and demands of the teaching position and the welfare of boys and girls.

Physical Education Facilities

Whereas facilities of sufficient number and type in terms of the people to be reached are requisite to the conduct of a broad program of physical education; and

Whereas the inadequacy or absence of satisfactory facilities has in many instances proved to be the "bottle neck" which prevents the conduct of a broad physical education program for all children; and

Whereas many States and municipalities are planning now for postwar construction;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education urge governmental agencies concerned, including local boards of education, to plan now for the construction of functional indoor and outdoor facilities for all persons served by the school.

Living War Memorials

Whereas every community has a rightful pride in its heroes and desires to have memorials which give recoguition to those who have rendered service in war; and

Whereas it has been proposed by the American Commission for Living War Memorials that athletic fields, gymnasiums, swimming pools, playgrounds, recreation centers, camps, and other such facilities which will serve children, youth, and adults in the community be erected as living memorials to those heroes; and

Whereas war has again shown the value of and the need for specific training to develop and maintain stamina, strength, endurance, athletic and other motor skills, teamwork and the will-to-win as fundamental to our way of life; and

Whereas the schools which provide such training for children and youth and also serve adults in the community are greatly handicapped through inadequate facilities;

Therefore, be it resolved: by the Society of State Directors of Health and Physical Education that the community-school be included as one of the major living war memorials in the community through the construction of new

[1] Officers of the Society were: Frank S. Stafford, Washington, D. C., president; Harold K. Jack, St. Paul, Minn., past president; George W. Ayars, Dover, Del., president-elect.

buildings and the addition of memorial swimming pools, athletic fields, gymnasiums, and playgrounds to existing schools; and

Be it further resolved: that copies of this resolution be presented to the American Commission for Living War Memorials, the American Legion, and other State and National organizations and agencies having to do with the promotion, planning, and construction of such memorials.

Financial Support for Physical Education

Whereas physical education is basic to the needs of the Nation; and

Whereas major attention in recent years has been directed to the wartime aspects of this program; and

Whereas there will be increasing demands upon the tax monies of the various governmental units;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education recommend the attention of appropriate political and departmental units of government, community agencies, professional associations, and parent groups be directed to the need for planning and financing a satisfactory program of physical education for all children.

Military Training and/or Universal Service

Whereas there are widespread public discussions of and numerous proposals for military training and/or universal service for the youth of the United States; and

Whereas much of the discussion centers around the value of physical conditioning during the period of compulsory training or service; and

Whereas years of instruction and practice are required for the development of optimum physical condition, motor skills, and the habits of healthful living; and

Whereas discussions and proposals for military training or service have implications which involve the educational program of our country; and

Whereas many schools of the Nation have undertaken programs designed to insure for each child (1) adequate health service in the form of medical examinations and proper follow-up procedures for the treatment of remediable defects, (2) health instruction designed to provide essential knowledge as a basis for healthful living, and (3) physical education instruction and practice for the development of organic efficiency and motor skills;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education approve such military training as may be essential for National security; and

Be it resolved: that the Society direct attention to the long-term period of health service, instruction and practice necessary to develop knowledge and abilities of healthful living, and organic efficiency and motor skills; and

Be it further resolved: that programs of physical and health education directed toward meeting such long-term requirements be encouraged, strengthened and channeled through established education institutions.

Health Instruction

Whereas there is need to improve the health knowledge and practice of the American people; and

Whereas a comprehensive program of health instruction is an essential in meeting this need; and

Whereas the effectiveness of health instruction depends to a great extent on content and the time available for such instruction;

Therefore, be it resolved: by the Society of State Directors of Health and Physical Education that schools throughout the country be urged to provide appropriate health instruction in both elementary and secondary schools; and

Be it further resolved: that such instruction in the secondary schools be given five periods a week for at least two semesters.

Physical Education for Elementary Schools

Whereas there is a need for improving the general physical condition and motor skills of children and youth; and

Whereas elementary school children are in a period of rapid and irregular growth and development; and

Whereas physiologically there must be sufficient demand on the organism for optimum growth and development to take place; and

Whereas physical conditioning and development of motor skills require several years to accomplish satisfactorily; and

Whereas the physical education program for children in the elementary grades in many schools is inadequate or nonexistent;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education urge the extension, intensification or establishment of physical education programs for all children in the elementary schools.

Physical Education Programs for Girls and Women

Whereas attention has been repeatedly directed and concentrated in recent years upon the needs and status of young men; and

Whereas approximately one-half the enrollment of schools is comprised of girls and young women; and

Whereas these girls and young women will be charged with a due share of the responsibility for the maintenance of the home, the community, and the Nation;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education direct attention to the need for strengthening, intensifying and extending programs of physical education for girls and young women as well as for boys and young men.

Recreation

Whereas recreation is receiving increased recognition as an essential public service available to all children, youth and adults in the community to enrich community life and offset the strains of modern living: and

Whereas the worthy use of leisure is an objective of education to which the schools and colleges should give increased attention; and

Whereas more than 35 States give the board of education broad legal powers for the conduct of recreation; and

Whereas the board of education in most communities owns a major share of gymnasiums, athletic fields, playgrounds and other such facilities which can be used for recreation; and

Whereas school facilities in many communities are not used efficiently for evening (after 6 p. m.) recreation programs for out-of-school youth and adults and for summer recreation programs for children;

Therefore, be it resolved: that the Society of State Directors of Health and Physical Education recommend that increased supervisory service be provided

through the various State Departments of Public Instruction to the local boards of education to aid them in the development of more effective recreation programs and in planning facilities so that schools will serve more effectively as recreation centers;

Be it further resolved: that State and Federal aid be allocated through the State Departments of Public Instruction to assist local educational authorities in improving such programs.

School Camps and Related Activities

Whereas training in camps has received wide recognition in the development of character, physical fitness, work responsibility, and leisure skills; and

Whereas nonpublic youth serving organizations have demonstrated the value of such programs but less than 10 percent of the youth have the advantage of such training; and

Whereas juvenile delinquency reports, education surveys, and youth studies show the need for more effective youth programs; and

Whereas the effectiveness of education in providing such training for youth has too often been limited by the length of the school day and the walls of the schoolroom.

Therefore, be it resolved: by the Society of State Directors of Health and Physical Education that opportunities for training be provided through school camps and related activity programs so that the advantages of such training may be made available to more youth.

Education and the 79th Congress First Session

SOME recent measures taken by the Seventy-ninth Congress of the United States are briefly described below by Ward W. Keesecker, Specialist in School Legislation:

International Education

The House and Senate unanimously passed House Resolution 215 favoring the establishment of an international educational and cultural organization. The text of this resolution reads in part as follows:

"Whereas the future peace and security of the American and all other peoples rest upon * * * effective education at all levels * * *; and Whereas it is essential to collaborate with other nations to promote educational advancement * * *" and therefore both the House and the Senate resolve to urge "the participation by the Government of the United States in the creation of an international educational and cultural organization by the nations of the world for the purpose of advising together and to consider problems of international educational and cultural relations throughout the world and more particularly to organize a permanent international agency to promote educational and cultural relations, the exchange of students, scholars, and other educational and cultural leaders and materials, and the encouragement within each country of free relations among nations, peoples, and cultural groups: Provided, however, that such agency shall not interfere with the educational systems or programs within the several States or their administration."

Public-School Buildings

The Seventy-ninth Congress appropriated $17,500,000 to be advanced to the States on the basis of population for the preparation of plans and specifications for public works, which has been construed to include buildings for public schools and colleges. (This sum is to be administered by the Federal Works Agency in accordance with the provisions of the War Mobilization and Reconversion Act of 1944, Public Law 458, 78th Congress.) (*Public Law 49, approved May 3, 1945.*)

U. S. Office of Education Appropriation Act

Increased the appropriations for the Office of Education approximately $100,000, $90,000 of which is available for salaries and increased personnel.

Provided for the termination of all national defense training and appropriated $384,900 for liquidation of such training activities.

The appropriation act stipulated that "all defense training equipment purchased by the Federal Government" shall remain the property of the agency designated in the proposal and approved by the Commissioner [of Education] and that the title thereto shall remain the property of the agency authorized to purchase such supplies; provided, however, "that no school or school system shall be required to surrender possession or use of any property or equipment which it is using in its education or training program." (*Public Law 124, approved July 3, 1945.*)

School Lunch Program

Appropriated $50,000,000 to provide food "for children in nonprofit school of high school grade or under and for child care centers," and stipulated that such funds for school lunch programs "shall be apportioned for expenditures in the States . . . in accordance with school enrollment and need, as determined by the Secretary [of Agriculture]." The amount of Federal funds available for school lunches shall not exceed the total amount otherwise furnished for the same purpose by or on behalf of the school authorities and other sponsoring agencies in the States. (*Public Law 52, approved May 5, 1945.*)

War Relief Canning Projects

The Future Farmers of America has set a goal of 10 million cans of food as the contribution of its members to the Community Canning Program for War Relief, according to recent announcement.

The food is being processed in tin at school-community canning centers which are operated by local boards of education. Teachers of vocational agriculture are local supervisors of these plants and also serve as advisers to the Future Farmers of America.

Chapters of Future Farmers of America are forming "Flying Squadrons" to promote the war relief canning projects. Some of these squadrons are collecting food. Some are providing cans. Some are enlisting volunteers to process the food, and some will pack the donated cans for shipment to Europe by the United Nations Relief and Rehabilitation Administration.

F. F. A. is sponsored by the U. S. Office of Education with W. T. Spanton, Chief, Agricultural Education Service, as national adviser.

American Education Week

November 11–17, 1945

General Theme: Education To Promote the General Welfare

Sunday, November 11
Emphasizing Spiritual Values

Monday, November 12
Finishing the War

Tuesday, November 13
Securing the Peace

Wednesday, November 14
Improving Economic Well-being

Thursday, November 15
Strengthening Home Life

Friday, November 16
Developing Good Citizens

Saturday, November 17
Building Sound Health

★

Twenty-five years ago Dr. Philander P. Claxton, then U. S. Commissioner of Education, initiated the practice of observing American Education Week by designating the week of December 5–11, 1920, as "School Week," a time "to disseminate among the people accurate information in regard to the conditions and needs of the schools, enhance the appreciation of the value of education, and create such interest as will result in better opportunities for education and larger appropriations for schools of all kinds and grades."

Later, the Americanism Commission of the American Legion became interested in the perpetuation of such a week and took the initiative in inviting the National Education Association and other organizations to cooperate in the observance of "American Education Week."

The U. S. Office of Education (then Bureau of Education) cooperated with the American Legion and the National Education Association in 1922, in arousing organizations—club, church, school, newspaper, magazine, and theater—as well as other groups and individuals to participate in making such a week a time for bringing before the people of the Nation the educational issues of the day. In 1923, the time for the observance was changed from the first week in December to the week preceding Thanksgiving.

With American Education Week a fixed event in the education calendar, the celebration in 1926 was observed with the National Education Association and the American Legion as chief sponsors. The U. S. Office of Education did not participate actively, as its initial work in this behalf had been accomplished.

In each succeeding year the observance became increasingly effective through the medium of a national campaign carried on with the aid of patriotic, civic, social, religious, and professional organizations. This year, the celebration, under the sponsorship of the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers, will be observed November 11–17, following the custom for several years of designating the week in which Armistice Day is included.

Special materials to assist in the development of local observances are available at nominal prices from the National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C.

The U. S. Office of Education also has issued a number of publications which may be directly or indirectly helpful in the observance. A few of those issued in recent years are listed here. Copies may be obtained by writing to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at the prices stated.

Bulletins

State Provisions for Free Textbooks and Instructional Material. (Bulletin 1944 No. 1) 10 cents.

Education of Teachers for Improving Majority-Minority Relationships. (Bulletin 1944 No. 2) 15 cents.

State Laws and Regulations Affecting School Children. (Bulletin 1945 No. 1) 30 cents.

More Firepower for Health Education. (Bulletin 1945 No. 2) 15 cents.

Data for State-wide Planning of Veterans' Education. (Bulletin 1945 No. 4) 15 cents.



The Place of Visiting Teacher Services in the School Program. (Bulletin 1945 No. 6) 10 cents.

Pamphlets

What Every Teacher Should Know About the Physical Condition of Her Pupils. (No. 68) Rev. 1945. (In press)

Teaching as a Profession. (No. 95) 10 cents.

Inter-American Cooperation in the Schools: Student Clubs. (No. 97) 10 cents.

Leaflets

Planning Schools for Tomorrow: The Issues Involved. (No. 64) 10 cents.

Inter-American Education Demonstration Centers. (No. 65) 10 cents.

Planning Schools for Tomorrow: Some Considerations in Educational Planning for Urban Communities. (No. 66) 10 cents.

School Building Needs. (No. 68) 5 cents.

Planning Schools for Tomorrow: Our Schools in the Postwar World—What Shall We Make of Them? (No. 71) 10 cents.

Planning Schools for Tomorrow: Pupil Personnel Services for All Children. (No. 72) 10 cents.

Planning Schools for Tomorrow: The Schools and Recreation Services. (No. 73) 10 cents.

Planning Schools for Tomorrow: Needs of Exceptional Children. (No. 74) 10 cents.

Federal Government Funds for Education, 1942–43 and 1943–44. (No. 76) 10 cents.

Good References—Bibliography Series

(May be obtained from U. S. Office of Education.)

Visual Aids in Education. (No. 73) Free.

Student Participation in School Government. (No. 74) Free.

School Finance. (No. 75) Free.

The Local Board of Education. (No. 76) Free.

For a free list of additional publications issued by the U. S. Office of Education, write to the U. S. Commissioner of Education, Washington 25, D. C.

Farm Youth and Tomorrow's Agriculture

by W. T. Spanton, Chief, Agricultural Education Service

World War II has brought into sharp focus the dependence of the world's population upon agriculture—the most basic of all industries. Food production has played just as vital a role in the winning of the war as has the combined efforts of all of our industries.

To American farm youth, together with a large number of over-age farm operators, farm women and girls who have worked long hours, day in and day out, must go a great share of the credit for our tremendous agricultural production during these war years. It has been estimated that by the close of the war 40 percent of all farm operators in the United States will be more than 55 years old, as compared with 25 percent in 1920. This means that many new and younger farm operators will be needed early in the postwar period. Very naturally, a vast majority of tomorrow's farm operators will come from the ranks of farm youth of today. Furthermore, there is every indication that the major portion of "Tomorrow's Agriculture" will be more highly organized, specialized, and mechanized than it was in prewar years.

This means that if the farm youth of today are to become successful farm operators for "Tomorrow's Agriculture," they must receive adequate preparation in the sciences, skills, and managerial responsibilities of modern agriculture.

To meet this challenge, departments of vocational agriculture in rural high schools in every State throughout the Nation have established an enviable record and occupy a strategic position in our public educational system. They stand ready to provide the farm youth of America with the kind of systematic, practical farmer training that they will need to cope with the complex demands and intricate problems of "Tomorrow's Agriculture."

Farm youth who enroll as students of vocational agriculture in their local rural high schools pursue a 4-year course of systematic instruction in agriculture and farm mechanics under the direction of a teacher who has had practical farm experience and who is a graduate in agriculture from an agricultural college. He is employed for 12 months each year and supervises the home farming activities of his students on a year-round basis.

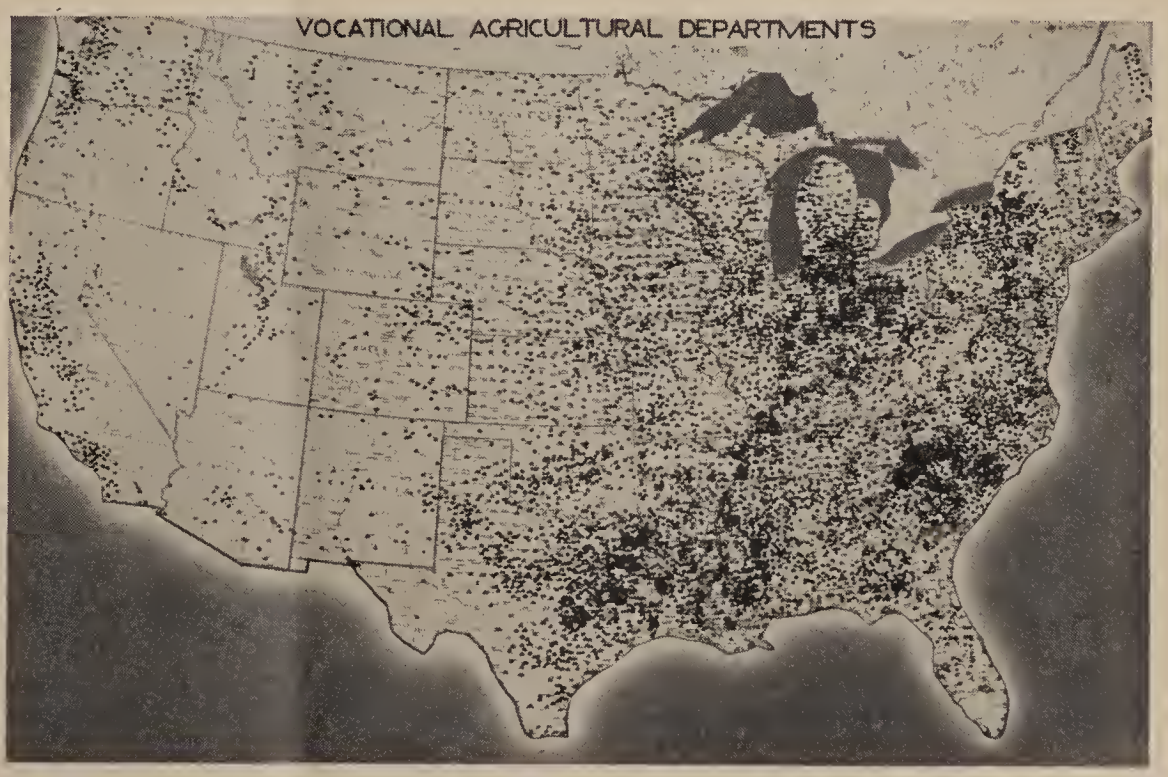
To meet the needs of "Tomorrow's Agriculture," with its increased mechanization and electrification, practically all departments of vocational agriculture are already provided with farm shop facilities where farm youth are given practical instruction in the operation, care, and repair of farm machinery and equipment.

Electricity on the Farm

Marked progress was under way toward bringing electricity to the farm at the outbreak of the war. This program has been virtually halted since Pearl Harbor but an active resumption is to be expected at an early postwar date.

With the widespread use of electricity on the farm will come a host of problems, such as the location of the transformer and service entrance, types of wiring, provision for future extensions, safety, and adequacy; selecting lighting equipment for yards, lots, and buildings; selecting electric appliances and equipment for the home and farm; evaluating the use of electricity in productive farm enterprises, in improvement of farm living conditions, and in saving labor; making suitable application of motors to various jobs, including selection of suitable type and size of motor, V-belt or other drives, starting devices, and overload protection; reading meters, interpreting rate schedules, and computing monthly bills; repairing and maintaining electrical equipment such as replacing fuses, switches, and outlets; repairing of appliance cords; lubricating, cleaning, and repair of electric motors; and selection, care, and operation of devices such as farm freezers, coolers, dehydrators, and hay-drying equipment. The adequate training of farm youth in the shops of departments of vocational agriculture can be a marked factor in the future extension and use of electricity on the farm.

The training of farm youth to assume positions of responsibility and leadership in adult farm organizations for "Tomorrow's Agriculture" is provided through the Future Farmers of America, the national organization of, by, and for farm boys who are studying vocational agriculture in the public



Each dot on the above map indicates the location of a department of vocational agriculture. In addition, there are departments in Hawaii and Puerto Rico.

high schools. The average age of all Future Farmer members is approximately 17 years.

Designed to meet the needs of young men who are preparing to enter upon the work of the farm, the Future Farmers of America provides an avenue for acquiring knowledge and skills through "learning by doing," experiences in leadership, character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism. Such applied activities make it possible for a farm boy to put his education into immediate and productive use.

Training for Responsibilities

Farm boys who are trained and willing to accept responsibilities and render productive service are needed in the military and home fronts of America. Members of the Future Farmers of America have responded to their part in this task and are rendering a challenging account of themselves. Over 150,000 Future Farmer boys are in the armed services. Three Future Farmers were with Jimmy Doolittle when he first bombed Tokyo.

Future Farmers have also made an outstanding record in purchasing and selling war bonds and stamps. Most of the money used to buy these bonds and stamps was earned from their farm projects, collection and sale of scrap metals, repair of farm machinery and equipment, and from wages for farm labor. To date, the National Organization, State associations, local chapters, and individual Future Farmer members have purchased approximately 10 million dollars worth of war bonds and stamps.

Any objective consideration of "Tomorrow's Agriculture" inevitably leads to the conclusion that industry and agriculture should continue to develop close cooperative working relationships, since they are so interdependent. Farmers not only supply our food, but they also form a large segment of the customers for business and industry. Whatever threatens their financial success endangers the health of business and industry. City people should therefore be vitally interested in the farmer's welfare, at least to the extent that our food supply is not jeopardized, and our national economy unbalanced. Our recent food crisis has perhaps caused more thought to be given to this matter by city folks than ever before.

In order to provide business and industry with an opportunity for developing a better understanding of and closer cooperation with our national program of vocational education in agriculture and activities of the Future Farmers of America, a national foundation known as the "Future Farmers of America Foundation, Incorporated," was recently organized and incorporated under the laws of the District of Columbia.

Corporations and business concerns desiring to promote the best interests of students of vocational agriculture and Future Farmers of America will find that this Foundation offers an opportunity to stimulate worthy achievement by these farm boys. Financial contributions to the Foundation are made without reservations, limitations, or restrictions by the donors. While donors will not be identified with specific Foundation prizes, awards, or activities, each donor will share in the credit for all Foundation activities rather than in one specific project in which his particular business or industry may have some vested interest. The Future Farmers of America appreciates the unselfish interest being taken in this Foundation by many large industries, companies, and business concerns throughout the country. The successful farmer of "Tomorrow's Agriculture" is the Future Farmer of today.

Schoolhouse Planning

Modern functional planning of school facilities was the subject considered by the School Plant Facilities and Problems Workshop recently held in Nashville, Tenn. The 6-week workshop concluded that school plants of the future must be designed for greater community use, that they must be tailored to fit specific needs, and that modern trends in building designs and materials must be considered in the planning of postwar schools.

Educational requirements and floor-plan lay-outs were presented, discussed, and revised. Among the special facilities considered were agricultural shops; school and community canneries; library facilities; homemaking rooms; lunch rooms; science facilities; school and community recreational facilities; elementary classrooms; school equipment and furniture; postwar materials; heating, ventilating, and lighting community schools; and special facilities for physically impaired children.

The U. S. Office of Education and George Peabody College jointly sponsored the workshop. Ray L. Hamon, senior specialist in school plant, Office of Education, was director and S. L. Smith, president of the Interstate School Building Service, co-director. They were assisted by staff members from southern State departments of education.

Chief State school officer in each of 15 southern States selected two representatives from his State to attend the workshop on scholarships from the General Education Board.

The workshop was planned for the benefit of staff members in State departments of education, county and city superintendents, principals, school board members, college teachers, librarians, and supervisors of homemaking, lunchrooms, and agriculture. A summary of the deliberations and conclusions will be published in bulletin form by the Interstate School Building Service, Peabody College, Nashville, Tenn.

Consultation Service Continues

The Social Hygiene Consultation Service that has been provided by the U. S. Office of Education for the past year, through the cooperation of the U. S. Public Health Service, will be continued. The aim of this program is to aid schools and colleges, through the provision of consultation services and materials, to develop programs that will prepare children and youth to meet life problems of health and human relations in the family and in the community.

The services are available to schools, school systems, teacher-training institutions, and professional and lay groups. Requests should be directed to the U. S. Office of Education, Washington 25, D. C.

National Leaders Conference on Visiting Teacher Problems

by Katherine M. Cook, Consultant in Educational Services

A voted to the discussion of a number of considerations and issues involved in extension and improvement of visiting teacher services was held at the Office of Education June 22–23. The conference was addressed by Commissioner Studebaker and by the Assistant Commissioner, Bess Goodykoontz, who gave an account of recent expansions in school programs of which visiting teacher service is an important one. It was attended by leaders in the two professional fields concerned, i. e., education and social work. Opportunity was thus afforded for a meeting of leaders of two professional groups with widely differing backgrounds in training and in practices followed. The calling of the conference was interpreted as an indication of increased realization by school systems of their responsibility for total child needs and effective methods of fulfilling it.

A Forum for Discussion

The immediate purpose of the conference was that of providing a forum for the discussion of pertinent problems concerned with visiting teacher services in school systems, a growing and increasingly important phase of progressive school programs in State as well as in city school systems. The conference brought together probably for the first time around a common table national leaders concerned with the preparation and training of visiting teachers and officials administering and supervising the services of those for whom the prescribed courses in education and social work are designed. This important area, unlike most phases of school programs, involves not alone the professional field of education, but also that of social work.

It is important to keep in mind, that, while established visiting-teacher service is at present limited in the number of city school systems and proportion of public-school enrollment served, the field is a new and growing one. Clarification of functions, wider understandings of the need of the service and its place in school systems as well as acceptable standards in such matters as certification, qualifications of personnel, are still to be achieved. Cooperative leadership from the two fields concerned should be of special value to school systems at this time and in this stage of the development of the service.

Who Attended

In the selection of representatives to constitute the personnel of the conference the following were the basic considerations: Reasonable geographical distribution; agencies concerned with the preparation of candidates for visiting-teacher positions, including colleges of education in higher institutions of learning, schools of social work in universities and colleges, institutions maintaining both education and social-work departments, and regular teachers colleges; State departments of education; school superintendents, State and city; and supervisors of visiting-teacher services, State and city. Representatives of the Children's Bureau and of the Office of Education working in the field of visiting-teacher services were also among the conferees. Following is a complete list of the conference members with their professional positions, which indicate the interests they represent.

Representing preparation for and practices in visiting-teacher services:

Rhea Kay Boardman, Associate Professor of Education, School of Education, New York University

John B. Dougall, President, New Jersey State Teachers College

Alonzo G. Grace, State Commissioner of Education, Connecticut

John S. Haitema, Chief, Division of Special Education, State Department of Education, Michigan

W. L. Lemmel, Superintendent of Schools, Wilmington, Del.

W. E. Peik, Dean of Education, University of Minnesota

Emilie Rannells, Assistant Director of Counseling, Philadelphia Public Schools

Ruth Smalley, Associate Professor of Social Case Work, The University of Pittsburgh

Martha W. Smith, State Supervisor of School Attendance, State Department of Education, Alabama

Helen Russell Wright, Dean, School of Social Service Administration, University of Chicago

U. S. Children's Bureau:

Bessie E. Trout, Consultant, Social Service Division

U. S. Office of Education:

J. W. Studebaker, Commissioner

Bess Goodykoontz, Assistant Commissioner

Katherine M. Cook, Consultant in Educational Services

Hazel F. Gabbard, Specialist in Parent Education

Helen K. Mackintosh, Specialist in Elementary Education

David Segel, Specialist in Tests and Measurements

Some Issues in Findings

Conditions concerned with the status of visiting teacher services in cities of 10,000 and above in population, disclosed in a recent study made in the Office of Education, constituted one incentive for calling the conference and supplied the basis for much of the discussion.

Some of the important issues indicated in the findings of the study were: (1) How should the functions of visiting teachers in school systems be defined to insure complete services, avoiding overlapping on the one hand, and neglect of important services on the other? (2) How shall positions essential in a complete service be classified according to functions and responsibilities? (3) What constitutes adequate preparation of candidates for each of the positions so classified? (4) How establish appropriate certification regulations according to preparation, experience, and position concerned? (5) To what extent is uniformity of standards desirable in such considerations as qualifications of personnel, certification, functions, administrative placement of services, titles designating persons qualified to perform the services, and the like? (6) How can visiting teacher services be extended to a greater number of school systems and expanded in those in which the service is now established, in order more nearly to meet recognized needs? These and similar questions suggested by the experience of educators and social workers in the field as well as by returns of the study were

among the topics of the conference discussion.

Among significant disclosures of the study is the fact that so few, relatively, of the total number of school systems in the United States have as yet established visiting teacher work on a professional basis as an integrated unit in the respective systems. It follows, of course, that the services of visiting teachers are available only to a small percentage of the children enrolled in public schools. If one may paraphrase the wording, though not the implications, of one of Dr. Dewey's well known statements, that which is desirable for children in the most progressive school systems is desirable for children in all school systems: in other words, if visiting teacher services are essential to the achievement of the full objectives of education in progressive school systems, they should be extended to all systems to the end of reaching 100 percent of the children enrolled as needed. At present probably not more than one-third of the city systems in the United States are making an effort, often an inadequate one, to furnish such services.

This emphasis on conditions in city systems is not to be interpreted as minimizing the need for expanding these services to nonurban communities. Here there has as yet been too little progress to necessitate a special study, though an encouraging movement to provide visiting-teacher services on a State-wide scale appears to be getting under way in a few States. The conference considered the need to increase the number of school systems which provide visiting teacher services directly, that is, as part of an integrated school program; and indirectly, that is, in cooperation with other agencies, at some length.

One need obviously is for wider understanding of the place of the service in school systems and one means of achieving it, through increased publicity. It was believed by persons experienced in the field of education and disclosed in the systems canvassed by the study referred to, that lack of recognition of the importance of this phase of education is a powerful factor influencing the present limitation in its scope. Certain suggestions of the conference in this respect are being carried out by the Office of Education. Among other considerations, provision for more adequate funds for the establishment of visiting teacher services in postwar planning is an important one to which the attention of citizens, planning groups, and officials concerned, should be called.

Guide to School Systems

Definition of the functions of visiting teachers on a more widely accepted scale than now prevails, a subject involving certain controversial issues, was discussed by the conference from varied points of view and varied local needs and practices. While the immediate need of the children served is generally accepted as the ultimate criterion for these as for all educational services, it was the sense of the conference that agreement on standards which are of general application are not only feasible but essential to the adequacy and efficiency of visiting teacher services.

A committee of the conference was appointed to outline a statement defining functions of visiting teachers and present its suggestions. The committee considered it desirable to present at this time a preliminary report which the conference accepted in principle, acceding to the committee's request that it be given further time to make certain refinements in the statement presented after study and consideration. The later report presented after the conference had adjourned, has been submitted in writing, as agreed upon, to all members of the conference for additional consideration. Since the fundamental agreements as expressed in this report may have value as a guide to school systems now considering postwar plans for the establishment of new or enlargement of already established visiting teacher services it is summarized here. Included are the following specific duties:

1. Organize a visiting-teacher program.
2. Work with the difficulties of children as they are found in children who present problems in their adjustment to school situations.

Act as consultant to parents, children, and school personnel on problems of children. (This assumes a thorough knowledge of the problems most common to children, and especially the symptoms indicative of such problems, so that prevention can be considered as a main objective of the visiting-teacher program.)

3. Interpret the program to the community, to the various lay and professional agencies, to the school staff, to parents and children.
4. Work with parents, community agencies and individuals to modify whatever conditions are necessary to meet the problems of the children.
5. Cooperate in stimulating total faculty planning on the problems of children, to assist in adjusting the program to the individual needs, and/or assist the children to adjust themselves to socially acceptable patterns.
6. Work out mutually an understanding of the school and the community agencies and how they relate in their functions.
7. Assume responsibility for referral to appropriate community agencies which involves knowing all the agencies, local and State, which serve children, and knowing how to secure and how to use their services.
8. Devise and maintain an adequate system of records.
9. Through cooperative effort of all interested groups, stimulate the development of such necessary services to children as are not available at the present time.

High Standards Desirable

Just what should constitute adequate qualifications of visiting teachers based on the functions previously defined and the kinds and amount of professional preparation necessary to insure such adequacy was a topic of special concern in the conference discussions. There is, of course, general agreement that high standards are desirable. That they should be commensurate with salaries available or salary scales prevailing in the system in which the visiting teacher is employed, are practical considerations, which cannot be ignored. Minimum requirements applicable to those entering the service, with goals to be attained on the basis of experience and additional professional study and accomplishment are generally admitted essentials in setting up standards in all types of educational services, including visiting teaching. There was general agreement in the conference that certification of visiting teachers on a plan corresponding in principle to that which generally prevails for teaching and other educational positions is a necessary accompaniment of practical steps in standardization of qualifications of visiting teachers. Standards applicable to professional qualifications and to certification go hand in hand if legal recognition is to be insured.

From a practical standpoint the present situation concerned with qualifications and certification of visiting teachers is an important consideration in standardization. While a number of States and cities have set up qualification standards through certification based on preparation of visiting teachers for functions prescribed, observance of minimum standards applicable to the complete staff employed is not the universal practice in cities throughout the country.

At one end of the scale, some visiting teachers, especially in the larger cities reporting in the Office of Education study, hold bachelor's degrees in education, have 2 years of graduate work in schools of social work, and additional experience in teaching and as visiting teachers. At the other end of the scale, a large number of cities reported visiting teachers with little or no professional training or experience in either education or social work. Between these two extremes there is in actual practice practically no middle ground if one is considering acceptable minimum standards applicable to the total staff of visiting teachers, including professional preparation in both education and social work.

Those with the high qualifications at the top end of the scale as indicated are apt to be located in the larger cities and to have positions corresponding somewhat in responsibility and salary to those of supervisors or directors in other phases of the school program. Their qualifications which represent also the minimum required for membership in the National Association of School Social Workers tend to be the maximum as reported in actual practice. There are no goals to attain so far as professional preparation is concerned. For the cities as a whole, however, salaries of visiting teachers are the same or about the same as those paid teachers in the respective systems though qualifications are less standardized.

To illustrate: While all classroom teachers are required to hold certificates, usually those based on special preparation for the type of work in which they are engaged, only 68 percent of the cities canvassed by the Office of Education study which maintained organized visiting-teacher services required any type of certificate of visiting teachers, and that usually a teaching certificate; only 3 percent required a special visiting-teacher certificate, i. e., one appropriate to performance of visiting-teacher functions.

There is considerable agreement that preparation in both fields involved, education and social work, is essential to efficiency in the training of visiting teachers. The amount of preparation in terms of number and kinds of courses to be completed in higher institutions varies among the preparatory institutions, and according to State and local certificating requirements. Regulations concerning the field service in social work and practice teaching in education (or experience in either or both), requisite as the minimum qualification acceptable for certification are as yet subjects on which opinions and practices differ. Problems growing out of this lack of widely accepted standards involve educational systems, colleges of education, schools of social work, State departments of education and other officials responsible—school officials and leaders in the educational field especially, since education is the responsible employing agency for visiting teachers. There was practically unanimous sentiment on the part of the conference group that there is a very real need for additional study on these matters and additional conferences devoted to their further consideration and discussion and that such conferences should be held at as early a time as possible. In the meantime, it is to be expected that many certificating authorities will set up standards for certificating visiting teachers as State legislation providing for their employment is enacted.

Title Committee Appointed

Selection of an appropriate title for visiting teachers which is acceptable and meaningful from the point of view of the functions assigned to them, and as officials primarily of school systems with liaison relationships to social welfare agencies, is of real significance. Unless laymen, including parents and school board members understand the place of visiting-teacher services in the school program, liberal support may not be forthcoming. Titles of school employees in a new field must convey a definite meaning in terms of essential functions to be performed.

The prevailing title by which workers in this area are identified as used in city school systems is "visiting teacher." A number of States have designated that title in the law providing for the service, or in the certification requirements set up. The National Association of School Social Workers has adopted and is hoping to further the use of the title of "school social worker." The conference discussed this question only briefly owing to the pressure of time for other absorbing questions. However, a report of a committee appointed to consider the matter was prepared and is now under consideration by the members of the conference. As yet no title completely satisfactory to all those concerned has been proposed. When the committee report has been considered by all members of the Office of Education conference, it is possible that some helpful suggestions may become available.

Other matters concerned with visiting teacher services, in-service training among them, were touched upon but limitations of the time available, and the previously accepted scope of the conference, prohibited adequate discussion.

While the purpose of the conference was, as indicated above and announced when the call was issued, that of discussion of guiding principles and exchange of points of view and experiences, rather than arrival at definite or permanent conclusions in respect to the problems discussed, it was characterized by the group as a whole and individually as a meaningful and fruitful one. It offered an opportunity long coveted by interested leaders in education and in social work to exchange views, discuss problems of mutual interest and significance, and to promote wider understanding of the unity of purpose which characterizes workers in the field of visiting teacher service by whatever term identified, classroom teachers, and school officials generally.

A unanimous request for a follow-up conference to be held this fall was presented to the Office of Education by the appropriate committee at the final session. It is to be expected that many of the problems for which time was inadequate for full consideration may receive further study in the interval and may then come up for more conclusive action.

Pan American Club Activities

AN analysis of reports received during the summer by the Division of Inter-American Educational Relations, U. S. Office of Education, from sponsors and student officers of hundreds of Pan American Clubs in every State in the Union, shows many new developments in activities during the past year.

An increasing number of Pan American clubs in high schools are establishing scholarship funds to enable members to spend a part of their college life in study in one of the other American Republics. Such planning by the students indicates serious purpose and intention to obtain first-hand knowledge of their neighbors to the south by residence among them, and is a logical development following the preference expressed by high-school students generally in a recent poll of the Institute of Student Opinion. Replying to the question, "If, upon graduation from high school, you could have a travel scholarship or be an 'exchange student' in another country for a year after the war, which of the following would you choose?", more than one-fourth chose a South American country or Mexico.

Another development rather widespread during the past school year, is the observance of Pan American Week in April rather than of a single Pan American Day. Much original material and new ideas for school assembly programs, exhibits, and community projects have been produced. Thus more students, teachers, and parents have cooperated in learning about the people of the Western Hemisphere for the purpose of understanding them better.

A third development in Pan American club activities is the increase in the number of exchanges of letters, scrapbooks, flags, pictures, stamps, music, and books between groups in the United States and in the other American Republics.

Summaries of the activities of a few representative Pan American clubs follow:

South Carolina Reports

Inter-American Affairs in South Carolina, a publication of the Extension Division, University of South Carolina, reports 30 student Pan American clubs in the State. It includes accounts of the activities of some clubs in detail and original poems in Spanish by members of the Spanish Club at Booker Washington High School, Columbia.

The publication also announces radio programs of the music of the Americas, fellowships at the university summer school for teachers interested in preparing teaching materials about the other American Republics, and items about speakers who have addressed audiences in the State on inter-American affairs.

Texas Pan American Student Forum

Pan American Student Forum of Texas culminated the year's activities with contests in a number of fields of inter-American interest. The executive secretary, Myrtle Tanner, a member of the staff of the State Department of Education; the State director, Laura Sue Plummer; and the State program chairman, Neal M. Nelson, announced contests last fall and worked out the rules for conducting them with a State committee of club members and sponsors.

The contests were in four general fields: writing essays in Spanish and English, radio scripts, and poetry on Pan American themes; singing or playing music of the other American Republics from a selected list; speaking extemporaneously on certain phases of inter-American understanding and cooperation; and answering questions on the other American Republics in a quiz program.

The fourth field attracted the greatest number of entrants and was designed to encourage Forum members to learn as much as possible about the other American Republics. Teams of two members from each club answered questions on the history, geography, customs, and inter-American relations of the 21 American Republics. The contest ended in a tie with teams from three clubs having a perfect score.

The Forum has undertaken to raise a scholarship fund to enable a student of the United States or of one of the other American Republics to study for a year in a country of the Western Hemisphere other than his own.

A State board of directors, composed of students and sponsors, have made plans for activities of the Forum next year. Members hope that a meeting of representatives of all the Pan American clubs in the State may be held in connection with a variety of contests designed to show individual as well as group interest and achievement in knowledge and appreciation of the other American Republics.

Clubs in New York City Schools

Pan American Highlights, issued by the Committee on Inter-American Cooperation of the Board of Education, New York City, is a mimeographed, illustrated booklet summarizing the year's activities of Pan American clubs in some of the elementary, junior, and senior high schools of the city. It in-

Teachers' Day in America

One of the resolutions adopted at the First Conference of Ministers and Directors of Education of the American Republics, which met in Panama in September 1943, is entitled "September 11, Teachers' Day in America."

The resolution, approved for the United States by Commisisoner John W. Studebaker, calls for the expression of "gratitude and devotion" to teachers in recognition of their "unselfishness and sacrifice" in carrying out the program of their high office. Teachers' Day, long celebrated in Latin American countries, thus became an all-American event, and was observed in the United States for the first time in 1944, and again in 1945.

It is requested that information concerning observances of Teachers' Day recently held be sent to the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C. This issue of SCHOOL LIFE goes to press too early to include reports of observances held this year, but they will be included in a future issue.

cludes original plays and compositions by the pupils and annual reports of clubs.

Public School 167

Activities of Public School 167, Brooklyn, typical of those reported for elementary schools, are partially listed as follows:

Booklets on the journey through Canada, a clay project of a Canadian wheat field and an igloo.

Mexican art work—drawings of costumes, posters for play, large colored map.

Compositions and drawings inspired by visit to Mexican art exhibit.

Auditorium movies of Mexico and South America.

Project map of South America indicating leading products of each country.

Class spelling book and dictionary of words and terms taken from unit work.

Letters from children of Pan-American countries.

Booklets on South America, including cover-drawing, bibliography, map, individual reports, miscellaneous information and material such as poems, stories, etc., for each booklet.

Benjamin Franklin High School

The Pan American Club at Benjamin Franklin High School, Manhattan, reports an active year thus:

"All activities have been of a voluntary nature, and within the abilities of the members. Naturally, the role of faculty adviser has required planning and the giving of much time after school hours as well as a personal interest in the group and its objectives.

"One of the club's noteworthy projects this term has been the collection of Spanish phonograph records for wounded Puerto Rican and other Spanish-speaking soldiers now hospitalized in New Orleans, La. Sixteen double-face records have thus far been forwarded to them. The club has also, in these war days, participated as a unit of the school in the sale of war stamps, in paper salvage and in the clothing drive and has a 100 percent membership in the V. O. of the school.

"As a program for one of the meetings a library tour was arranged by the librarian for the club. Books and magazines on all phases of Pan-American interest were placed on the tables in advance. The librarian escorted the boys around the tables and apprised them of the contents and the values of the books. The boys were surprised to learn of the amount of Pan-American literature available to them in their own school library, and as a result, some of the members are reading books on Latin America and will give reports to the club at a future meeting. In addition, the art committee of the club, stimulated by the artistic material inspected, has prepared a book exhibit in one of the cases in the main hall of the school and has made original background drawings for the exhibit. The committee also plans to use more of this available material for bulletin board displays.

"Music of the Latin-American type has always been an attraction. Members have organized a '*conjunto*,' and they are practicing so as to be able to play for the club and the school. The instruments employed include the piano, the trumpet, and native instruments like the bongos, the conga drum, maracas, claves, and the guiro. At several meetings members have brought phonograph records, and these were played for the club on the school phonograph.

"Programs of the quiz or 'Information Please' type involved questions based on the geography, history and civilization of the Latin-American countries and also on current events. A prize to the winner proved an incentive for competition.

"To have given the club members a feeling of belonging to an organization in which they as individuals can take an active part and at the same time feel themselves responsible to the whole, is a satisfying experiment in attitude development and worth the effort involved."

Student Pan American Leagues

The Pan American League of South Shore High School, Chicago reports that material on the other American Republics is included in the courses in history, English, commercial subjects, science, art, music, Spanish, and mathematics offered in the school.

Francis Curtis, sponsor, says:

"The Pan American League at South Shore has built up a tradition of service which is very commendable, and which the students try to repeat each semester. These service activities are as follows:

"Purchase of books typical of American life to send to schools and libraries in Latin-American countries.

"Purchase of books about Latin America for our own school library.

"Detailed study of one Latin-American country each semester.

"Correspondence with students in Latin America.

"Presentation of a program for Pan American Day, April 14.

"Christmas party, complete with gifts and Santa Claus to Mexican children at the South Chicago Community Center.

"Attendance at the movie theater in the Mexican neighborhood at least once a semester to see a Mexican film, visit to a Mexican community to eat a typical Mexican meal, and a visit to a Mexican handicraft shop.

"Participation in the Chicago Council of Student Pan American Leagues, which gives the students an opportunity to exchange ideas with other schools."

Sponsor of the Pan American League and the Spanish Club at Hammond, Ind., High School, Mae Kessling, reports that the two organizations met frequently in joint sessions and cooperated on projects last year. Many students belong to both clubs. The sponsor reports:

"The Pan American League prepared two typed booklets on U. S. stamps to send to El Salvador and the Dominican Republic, thus completing their project, begun several years ago, of carrying on correspondence with students in Latin America and of sending a scrapbook about the United States to a school in each of the 21 republics.

"We sent four students and two sponsors to the inter-American conference in Evanston. We are getting together in this community and it is more interesting when there are contacts with others.

"The Spanish Club put on a *fiesta* for the Mexican workmen in Cartersburg on Mexican Independence Day and visited hospitals where the workmen were patients in order to supply literature in Spanish, to interpret for them and otherwise to make life more pleasant during convalescence.

"The two clubs have sponsored three visits to a Spanish moving-picture theatre, assisted junior high schools with Pan-American programs, arranged a Mexican dinner, presented plays, made *piñatas*, published a newspaper in Spanish, subscribed to *El Eco* and *La Luz*, and bought books for the school library.

"One of the most enjoyable things of the year was getting acquainted with Latin Americans in our community. They contributed much to our programs and assisted us in learning songs in Spanish and in other ways."

Clubs Carry Out Community Projects

Faculty adviser of the Pan American Club of the senior high school, Brownsville, Tex., Lillian Schmeling, reports

that the club sponsored a birth registration project in their city on Child Health Day, May 1. The members conducted the publicity campaign, distributed pamphlets, and presented two radio programs, one in English and one in Spanish, in order to give both English-speaking and Spanish-speaking residents information about birth registration.

The Junior Pan American Round Table of the University of Houston, Tex., sponsored by Floy P. Soule, is composed of students at the university from the other American Republics and from the United States. The group is active in campus and civic affairs.

The Junior Round Table presented a program for the adult Pan American Round Table. Junior members from Cuba, El Salvador, and Mexico made talks about their respective countries and sang several songs in Spanish, accompanied on the accordion by a United States member of the junior group.

During the year members also cooperated with the adult Pan American Round Table and the Pan American Club of Ripley House to sponsor equipment and improvement of a park which will serve more than 700 children in the Rusk School area. Fathers of the children contributed their labor to help in installing the equipment and planting trees and shrubs.

The play park is a memorial to two soldiers killed in action in Europe, one of Hispano-American origin and the other an Anglo-American, sons of two members of the Houston Adult Pan American Round Table.

As part of a city-wide plan for recreation for the young people of St. Paul, Minn., the Y. W. C. A. sponsored a Latin-American workshop for 250 girls from 10 to 18 years of age for 6 weeks during the summer. Scholarships were offered to underprivileged girls.

Agnes Marie Brady, director, and a staff planned an all-day schedule of activities which were carried on 5 days a week in the arts and crafts laboratory, the radio workshop, the club kitchen, the gymnasium, and the classrooms.

A news sheet, *What the Y. W. C. A. Is Contributing to the Good Neighbor Policy Through Its Girls*, was issued weekly. Other activities included learning Spanish and Portuguese, singing songs in these languages, learning dances and games, cooking and serving Latin-American dishes, writing and presenting radio programs and plays, writing a manual on teen-age conduct at home and abroad, reading about the other American Republics, and finally staging a *Feria y Fiesta*, an open house to which parents and friends were invited.

Club Publications

The Pan American Club of Senior High School, Reading, Pa., sponsored by Martha Morrette, teacher of Spanish, reports an active year. In addition to presenting the school assembly program for Pan American Day, the club published a newspaper in Spanish, *La Estrellita*, prepared and sent a scrapbook on life and customs in Pennsylvania to a school in one of the other American republics, arranged two exhibits of realia from the other Americas for the main lobby of the school and two exhibits of books and pictures loaned by the U. S. Office of Education for the library, made several *piñatas* and a *nacimiento* at Christmas time, and sponsored the showing of two films on South America.

The Pan American Club of Ellis College, Newtown Square, Pa., sponsored by Eleanor Lien, participated in the cultural olympics of the University of Pennsylvania.

The club has issued another number of its publication, *Unidad y Democracia*, prepared exhibits of posters, paintings, and crafts from the other American Republics, prepared and presented a dramatization of the highlights of the Chapultepec Conference and a play before the student body of the college.

Pan American Club Review of St. Xavier's Academy, Providence, R. I., contains information about the projects of several groups of the Pan American Student League in the school. Each group did research on a particular Central or South American country.

The *Review*, which is issued several times yearly, reports the activities of each group and publishes club songs and news items.

From the Other Americas

Argentina.—The Pan American Club of Technical High School, Omaha, Nebr., has received an Argentine flag from a class in Pilar, Argentina, in exchange for a United States flag which the club sent some months ago to the class. The large blue and white wool banner was presented to the school at an assembly and hangs in the Pan American club room, the sponsor, Delizia Rindone, reports.

Colombia.—The young men and women students of the Escuela Normal Superior of Bogotá, Colombia, have organized the English-Speaking Club. Sponsors are teachers of modern languages. Members are students of modern languages and philology who meet to practice English by singing songs, reading books in English, presenting plays, and listening to lectures and declamations.

The president, Sr. Pablo Bernal M., reports that members would like to exchange letters in English with students in the United States.

Dominican Republic.—Grupo "América," a club organized in Ciudad Trujillo, Dominican Republic, by Srta. Amalia Aybar, principal of two secondary schools of the city, is similar to the student Pan American clubs in the United States.

The members present programs in the school on inter-American holidays and seek to organize or get in touch with similar groups in the other American Republics.

Pan American clubs which would like to get in touch with the students in the Dominican Republic may write in French, Spanish, or English to Srta. Amalia Aybar, Presidenta del Comité Nacional de los Grupos "América," Avenida Independencia #59, Ciudad Trujillo, República Dominicana.

Paraguay.—The Pan American Club at the Normal School, Villarrica, Paraguay, whose principal is Srta. Antonia Boggino, prepared a beautiful scrapbook of their country for the Pan American Club of Central High School, Tulsa, Okla. The sponsor in Tulsa, Ruth Gifford, writes that the large loose-leaf book contains hand-painted dedication pages showing the flags and seals of Paraguay and the United States and many pages of photographs of Paraguayan people, landscapes, and buildings and a collection of Paraguayan stamps. One page has samples

of the hand-made lace of the country, and the club members have done considerable research to find out more about the lace. The scrapbook was exhibited in a display case in the library and was described in Tulsa newspapers.

Other Clubs Report

Stephens College.—A varied program of Pan American emphasis was offered for 10 days in the spring at Stephens College, Columbia, Mo. The faculty committee represented six departments, reports Dr. Edith J. Kendrick, chairman. Eleven student organizations, including the International Relations Club, music clubs, speech and dramatic clubs, modern language clubs, the interpretative dancing club, and the student association sponsored activities which consisted of an international costume tea dance; moving pictures of the other American Republics; a concert of Latin-American music and folk dances; seven radio programs; and exhibits of books, puppets, art reproductions, textiles, posters, and projects of the students of Spanish.

Guests on the campus included newspaper editors from Guatemala, Venezuela, Ecuador, and Panama.

Hood College.—Two inter-American institutes and a faculty recital of South American music were sponsored by Hood College, Frederick, Md. The public schools, the Lions' Club, and the federation of rural women's clubs cooperated in arranging the programs.

A pageant, *The Freedom of 21 Americas*, written and directed by members of the Homemakers' Club, was presented with music furnished by the club members. Elaborate costumes of the other American Republics were made and worn by those who took part in the pageant.

New Bedford.—Fifty students of Portuguese in the high school at New Bedford, Mass., are exchanging letters with students in Brazil.

The Portuguese Educational Society of New Bedford has awarded its first two scholarships to high-school students who intend to make advanced studies of the Portuguese language and of the literature of Brazil and Portugal.

Pan-American Day

Two events characterize the observance of Pan-American Day in the United States this year. One was official recognition of the occasion for the first time in history by the Congress of the United States.

More than a dozen members of the House of Representatives spoke on the significance and importance of Pan-American Day which commemorated this year the fifty-fifth anniversary of the forming of the Pan American Union on April 14, 1890. Robert B. Chiperfield of Illinois called attention to the brilliant heritages of the 21 American Republics saying:

"All that is necessary to make the most of these heritages for the benefit of generations to come is the firmer realization that all Americans to the South and North should be forever dedicated to the same ideals of independence for nations, and freedom of opportunity for individuals."

The other event affecting the observance was the death of President Franklin D. Roosevelt which cast a pall of grief over the nation on the eve of many Pan-American club programs.

Mrs. Edith Nourse Rogers of Massachusetts, speaking in the House or Representatives, said:

. . . "the observance of Pan-American Day will bring to the peoples of all the Americas a deep thought of love and tribute for Franklin D. Roosevelt. For 12 years his philosophy of the good neighbor has influenced the lives and often guided the policies of 21 American Republics, and his life work is an imperishable chapter in the history of inter-American relations."

Alabama Supervisors Conference

The general theme of the recent conference of the Department of Supervisors and Directors of Instruction of the Alabama Education Association held at the University of Alabama was, Utilizing Our Natural and Human Resources. Throughout the program, emphasis was given to the relationship between human and natural resources and the well-being of people. Addresses and discussions dealt with the organization of work and the utilization of materials in the area of natural resources.

Several counties reported encouraging progress in the field of health. Some appear to be directing their efforts toward improving the standard of living through better housing and more desirable types of recreation. Interwoven into the theme were problems relative to the improvement of supervision and classroom instruction. Addresses and panel and round-table discussions dealt with various problems of in-service training of teachers.

The conference was attended by 34 supervisors from the counties of the State, members of the State department of education, representatives of two teachers colleges, and members of the staff of the University of Alabama. Superintendents were invited. Out-of-State consultants were Helen K. Mackintosh, specialist in elementary education, U. S. Office of Education and Henry Harap, Division of Surveys and Field Studies, George Peabody College.

Practical Nurse Training

What does a practical nurse do, and how can she be trained for her duties—these are questions which will be answered in a publication scheduled for early issue by the U. S. Office of Education. Collaborating in this exhaustive study of a practical nurse's duties are representatives of national nurses' associations, The American Hospital Association, The American Red Cross, the United States Public Health Service, and the United States Office of Education. The work of this committee, which has extended over more than a year, includes not only a list of jobs which a practical nurse must be able to do, but a study of the limitations of her duties, and of the science and theory she must master to fill her important place in the community she serves.

State directors of vocational education have expressed keen interest in possibilities of training practical nurses, using Federal, State, and local funds, and enlisting the help of local hospitals which will give necessary practical clinical experience to the practical nurse in training.

A Supplement to "500 Books for Children"

Compiled by Nora E. Beust and Mrs. Eleanore F. Clift

The following list was formulated to assist educators, parents, and librarians to become acquainted with the varied types of books for boys and girls that are available today. The books were chosen to stimulate wide reading interests and also to satisfy intelligently children's curiosities.

Though the list is divided into three parts, there are books in each group that may be of interest to children in other grades. Specific grade levels at which each individual book is usually enjoyed most by the juvenile reader are indicated.

If the book is of interest to the beginner in reading, an "I" is added to the note for the book. Similarly "P" indicates of interest to preschool age, "R" for reading aloud, and "T" for story-telling.

Five Hundred Books for Children, Bulletin 1939, No. 11, may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 15 cents each.

The supplement follows:

Grades 1–3

Aulaire, *Mrs.* I. M. d' *and* Aulaire, E. P. d'. Don't Count Your Chicks; il. by the authors. Doubleday, 1943. 36 unnum. p. $2.50.

Engaging story which follows the Hans Andersen's version of this old saying. The many little details of these gay pictures make them appealing and childlike. Large picture book. P–R. Grades 1–2.

Averill, Esther. The Adventures of Jaek Ninepins; il. by the author. Harper, 1944. 64 p. $1.75.

A delightful tale of a toy ninepin whose adventures carry him across the Atlantic and back via porpoise and steamship. R. Grades 3–4.

Bacon, F. A. Kitty Come Down; pictures by Eloise Wilkin. Oxford, 1944. 31 p. $1.

The amusing endeavors of the Morrow children to coax their kitten Lollypop down from a tree where a dog had chased it. Grades 3–4.

Baruch, D. W. Pitter Patter; pictures by Charles G. Shaw. Scott, 1943. 20 unnum. p. boards. $1.

Pictures and rhythmic lines tell of a rainy day in which everything gets wet except a little boy who is protected by his umbrella, galoshes, and raincoat. Picture book format with spiral binding. P. Grades 1–2.

Bemelmans, Ludwig. Madeline; story and pictures by Ludwig Bemelmans. Simon, 1939. 48 p. boards. $2.

Madeline becomes the heroine of a French school for girls when she has an appendectomy. Illustrated by gay Parisienne scenes. Picture book format. P–R. Grades 1–3.

Bernhard, J. B. Lullaby; il. by Irena Lorentowicz. Roy, 1944. 23 p. boards. $1.

The legend of the Christ-child and the pussy cat is told in this truly distinctive picture book. Drawings are definitely Polish in design and bright colors. P–R. Grades 2–3.

Bible. Jesus' Story; a Little New Testament; Bible text selected from King James version; il. by Maud and Miska Petersham. Macmillan, 1942. 119 p. $1.50.

The text is arranged to give children a consecutive story of the life of Jesus. Illustrations are colorful and reverential. A Catholic edition selected from the Confraternity of Christian Doctrine is available at the same price. P–R. Grades 3–5.

——— Small Rain; Verses From the Bible; chosen by J. O. Jones; with il. by E. O. Jones. Viking, 1944. 36 unnum. p. boards. $2.

The artist succeeds in radiating the beauty of the Biblical passages through her drawings of children and the out-of-doors. Picture book format. P–R. Grades 1–3.

Bishop, C. H. The Ferryman; il. by Kurt Wiese. Coward, 1941. 62 unnum. p. boards. $1.50.

This tale is concerned with an evil one's attempts to outwit a naive Breton peasant. The illustrations and a surprise ending add to the fun. Picture book format. R–T. Grades 2–4.

Boesel, A. S. Singing With Peter and Patsy; il. by Pelagie Doane. Oxford, 1944. 48 p. $2.

Collection of short songs with simple piano accompaniments and tone drills. Suitable for teaching preschool, nursery, and kindergarten children how to sing. Picture book format. P. Grades 1–3.

Bontemps, A. W. Fast Sooner Hound; il. by V. L. Burton. Houghton, 1942. 28 p. $1.75.

A long-legged, lop-eared hound dog proves that he would "sooner run than eat" when he outruns the Cannon Ball express. Illustrations that are full of vigor and swift movement. Picture book format. R. Grades 2–4.

Bright, Robert. Georgie; il. by the author. Doubleday, 1944. 40 unnum. p. boards. $1.25.

What happens to Georgie, a ghost, when he is forced to look for a new house to haunt makes a delightful picture book. P–R. Grades 1–3.

Brock, E. L. The Umbrella Man; il. by the author. Knopf, 1945. 43 unnum. p. boards. $1.25.

The umbrella man mixes up the umbrellas he has to repair and returns them to the wrong owners with humorous results. Picture book format. P–R. Grades 2–3.

Brown, M. W. Baby Animals; il. by Mary Cameron. Random House, 1941. 48 p. boards. 50 cents.

A pleasant story with colorful pictures telling how baby animals spend their days mostly eating, playing, and sleeping. Picture book format. P–R. Grades 1–3.

——— A Child's Good Night Book; with color lithographs by Jean Charlot. Scott, 1943. 24 unnum. p. boards. $1.

"Night is coming. Everything is going to sleep." The animals, the children, even inanimate objects take on a quality of sleepiness in this bedtime story. The soft colored crayon drawings are the essence of drowsiness. P–R. Grades 1–2.

Buck, P. S. The Chinese Children Next Door; drawings by William Arthur Smith. Day, 1942. 64 p. $1.75.

Delightful humor and good storytelling quality characterize this story of a Chinese mother who had six girls and longed for a son. Chinese customs learned through the story and the red and black drawings. Picture book format. P–R–T. Grades 3–4.

Buff, Conrad, *and* Buff, Mary. Dash and Dart; il. by Conrad Buff. Viking, 1942. 73 p. $2.

The first year in the lives of twin fawns is simply told in words that have a lyrical quality. Contains drawings of the animals and the forest. Picture book format. P–R. Grades 2–3.

Burton, V. L. Little House; story and pictures by the author. Houghton, 1942. 40 p. $2.

The little house watches the city grow up around her gradually. Panoramic pictures add to this picture book. Awarded the Caldecott medal, 1943.

Two other picture books by this author are Mike Mulligan and His Steam Shovel, Houghton, 1939. 48 p. $1.75, and Katy and the Big Snow. Houghton, 1943. 32 p. $2. P–R. Grades 1–3.

Chalmers, Audrey. Hundreds and Hundreds of Pancakes; il. by the author. Viking, 1942. 38 p. boards. $1.

A mirthful tale about the Frizzlewit family who ingeniously save themselves from a zoo-full of hungry animals. Picture book format.

Poppadilly, by the same author. Viking, 1945. 40 p. boards. $1. Is a little picture book about an elf and Timmie Whisket, a tiny mouse. P–R. Grades 2–3.

Chan, Chih-Yi. The Good-Luck Horse; adapted from an old Chinese legend; il. by Plato Chan. Whittlesey, 1943. 47 unnum. p. $1.50.

How a magic horse, cut out of paper, brought good luck to Wah-Toong, a lonely little boy. Chinese drawings in aquamarine and orange. Picture book format. R. Grades 3–4.

Clark, A. N. In My Mother's House; il. by Velino Herrera. Viking, 1941. 56 p. $2.

Indian children helped to create this story of Tewa Indian life. Short rhythmic sentences and drawings tell of the daily life in the pueblo and the fields. Picture book format. Grades 1–4.

Crocker, C. H. Let's Build. Houghton, 1944. 32 unnum. p. il. $1.50.

Simple instructions for those who want to build benches, tables, doll houses, doll house furniture, bird houses, etc. Included are charts and drawings to guide the uninitiated. Picture book format. Grades 2–5.

De Angeli, Marguerite. Yonie Wondernose; il. by the author. Doubleday, 1944. 38 unnum. p. $2.

Yonie, a little Pennsylvania Dutch boy, whose curiosity frequently got him into scrapes proves worthy of his father's trust. Illustrated picture book. R. Grades 3–4.

Dennis, Morgan. Burlap; il. by the author. Viking, 1945. 42 unnum. p. boards. $1.

A humorous story full of action and excitement about a basset hound who is considered useless until he trees a bear that has escaped from the circus. Lively drawings. Picture book format. P–R. Grades 1–3.

Dennis, Wesley. Flip; il. by the author. Viking, 1941. 63 p. $1.50.

In his dreams, Flip, a Kentucky colt, grows a pair of wings and jumps the brook. Thinking that he is still dreaming he jumps the brook again when awake—much to his surprise and delight. Picture book format.

Also available from E. M. Hale in Cadmus edition for $1.32.

Further adventures of Flip are told and pictured in Flip and the Cows. Viking, 1942. 61 p. $1.50. P–R. Grades 1–3.

Duplaix, Georges. Animal Stories; il. by Feodor Rojankovsky. Simon, 1944. 91 p. boards. (Giant Golden Books) $1.50.

A collection of original stories, fables, poems, alphabets, and counting rhymes that children will find rewarding and satisfying. Illustrations full of humor and color. Large picture book. P. Grades 1–3.

Ets, M. H. In the Forest; il. by the author. Viking, 1944. 38 unnum. p. boards. $1.

A fantasy about a little boy who went for a walk in the forest. Gay illustrations in black and white. Picture book format. P–R. Grades 1–2.

Field, Rachel. Prayer for a Child, pictures by E. O. Jones. Macmillan, 1944. 26 p. $1.50.

This prayer expresses the loving trust and faith of a small child. The illustrations in soft bright colors are interpretation of the lines of the prayer. Picture book format. Awarded the Caldecott medal, 1945. P–R. Grades 1–3.

Gag, Wanda. Nothing at All; il. by the author. Coward, 1941. 32 p. boards. $1.75.

Story of an invisible dog who happily becomes a stunning black and white see-able dog. Pictures in color that have an old world flavor. Picture book format. P–R–T. Grades 1–3.

Garrett, Helen. Angelo the Naughty One; pictures by Leo Politi. Viking, 1944. 40 p. boards. $2.

Picturesque drawings illustrate this story of a little Mexican boy who hated to take a bath. Picture book format. R. Grades 2–3.

Geisel, T. S. Horton Hatches the Eggs; il. by the author. Random House, 1940. 53 p. $1.75.

Horton, the elephant, proves he is "faithful one hundred percent," when he tends the lazy bird's nest with surprising results. Told in rhyme and pictures that are pure nonsense. Grades 1–3.

Another book by this author is The 500 Hats of Bartholomew Cubbins. Vanguard, 1938. 47 p. boards. $1.50. Also available from E. M. Hale in Cadmus edition for $1.32. P–R. Grades 2–4.

Geismer, B. P. *and* Suter, A. B. *comp.* Very Young Verses; il. by Mildred Bronson. Houghton, 1945. 210 p. $2.

A well-balanced and carefully selected anthology with emphasis on contemporary poetry rather than traditional. Arranged according to subjects that interest children. P–R. Grades 1–3.

Gould, Dorothea. Very First Garden; pictures by Elizabeth Ripley. Oxford, 1943. 48 p. boards. 50 cents.

A small book explaining in simplest way how to plant and take care of a 5-foot square vegetable garden using flowers as a border. Grades 3–5.

Gramatky, Hardie. Little Toot; pictures by Hardie Gramatky. Putnam, 1939. 93 p. $1.75.

A refreshing picture book about a carefree little tugboat that becomes a hero. Harbor and waterfront scenes are in gay watercolors.

Another picture book by this author is Hercules; the Story of an Old-Fashioned Fire Engine. Putnam, 1940. 65 p. $2. P–R. Grades 2–3.

Grimm, William *and* Grimm, Jacob. Hansel and Gretel; music by Engelbert Humperdinck and illustrations by Warren Chappell. Knopf, 1944. 28 unnum. p. boards. $2.

Four favorite airs from the opera with illustrations make this an interesting telling of the folk-tale as well as an introduction to the opera. Picture book format. P–R–T. All ages.

——— The House in the Wood and Other Old Fairy Tales; with drawings by L. L. Brooke. New ed. Warne, 1944. 142 p. $2.25.

A well-selected group of the brothers Grimm's tales that are enlivened with colored and black and white illustrations done in L. L. Brooke's characteristic humor. This new edition is in smaller format. P–R–T. Grades 3–5.

Hader, *Mrs.* B. H. *and* Hader, Elmer. Cock-a-Doodle-Doo; the Story of a Little Red Rooster; il. by the authors. Macmillan, 1939. 56 p. $2.

The adventures of a little red chick, who had been hatched with a family of ducklings, in finding his rightful home in the chicken house. Full page pictures, some in color. Picture book format. P–R. Grades 2–3.

Hawkins, Quail. Who Wants an Apple? il. by Lolita and Davis Granahan. Holiday House, 1942. 38 unnum. p. boards. $1.

Moving to the country is a wonderful experience for 5-year-old Apple. Picture storybook for beginners in reading. I. Grades 1–2.

——— A Puppy for Keeps; il. by Kurt Wiese. Holiday, 1943. 26 unnum. p. boards. $1.

How David's wish for a puppy of his own comes true. Picture storybook. I. Grades 1–2.

Haywood, Carolyn. "B" is for Betsy; written and illustrated by Carolyn Haywood. Harcourt, 1939. 159 p. $2.

Although Betsy's first day at school was frightening, she soon grows to love going to school and her days are full of excitement and enjoyment. Simple vocabulary and large type.

Betsy continues through the grades to the fourth year in Betsy and Billy. Harcourt, 1941. 156 p. $2; Back to School With Betsy, Harcourt, 1943. 176 p. $2; and Betsy and the Boys, Harcourt, 1945. 175 p. $2. Grades 2–4.

——— Here's a Penny; il. by the author. Harcourt, 1944. 158 p. $2.

An understanding story of the home and school life of a 6-year-old adopted boy called Penny. I. Grades 3–4.

Huntington, *Mrs.* H. E. Let's Go to the Seashore; il. with photographs by the author. Doubleday, 1941. 88 p. $2.

Photographs and text give a feeling of the seashore and the small creatures that one finds when one goes there. Picture book format.

A companion volume about insects and garden creatures is Let's Go Outdoors, Doubleday, 1939. 88 p. $2. P. Grades 1–4.

Kelsey, Vera. Maria Rosa; Everyday Fun and Carnival Frolic With Children in Brazil; il. by Candido Portinari. Doubleday, 1942. 36 p. $2.

The spirit and excitement of the carnival is captured in this story of Rio de Janeiro. Little Maria Rosa becomes queen of the carnival and rides with King Momo. Large picture book illustrated by well-known Brazilian artist. Grades 3–4.

Kingman, Lee. Pierre Pidgeon; with pictures by Arnold Edwin Bare. Houghton, 1943. 48 p. $2.

A story of the Gaspe peninsula in Canada in which a small boy earns a dollar to buy a boat-in-a-bottle which he has long coveted. Large, lithographs. Picture book format. R. Grades 2–4.

Lattimore, E. F. The Questions of Lifu; a Story of China; il. by the author. Harcourt, 1942. 104 p. $2.

So badly does Lifu, a 6-year-old Chinese boy, want to see his soldier father that he goes to hunt for him. Illustrated in color. I. Grades 3–5.

Lawson, Robert. They Were Strong and Good; il. by the author. Viking, 1940. 68 p. $1.50.

This story from the author's family album makes us conscious of our common American heritage. The drawings have strength and character. Picture book format. Awarded the Caldecott medal, 1941. R. Grades 3–5.

Leaf, Munro. Fair Play; il. by the author. Stokes, 1939. 94 p. $1.50.

In a light manner this book teaches much about good citizenship, government and sportsmanship. Cartoonlike drawings. Picture book format. Grades 2–4.

Lenski, Lois. Little Farm; il. by the author. Oxford, 1942. 48 unnum. p. 75 cents.

Farmer Small's daily doings are enlivened with informative and amusing pictures. Another title by the same author is Little Train. Oxford, 1940. 48 unnum. p. 75 cents. P. Grades 1–2.

Lent, H. B. Straight Up; il. by Raymond Lufkin. Macmillan, 1944. 87 p. 72 cents.

A first reader that looks to the future when the helicopter will take the place of the family automobile.

A second reader with equally interesting text about parachutes is Straight Down; il. by Adolph Treidler. Macmillan, 1944. 96 p. 72 cents. I. Grades 1–2.

Little Golden Books; prepared under the supervision of Mary Reed. Simon, 1942–date. 40 p. boards. il. 25 cents each.

A series of more than 25 small, nursery books that are suitable for parent's use with children and easy book shelves. Bedtime Stories; Mother Goose; The Little Red Hen; Nursery Songs; My First Book are a few of the titles.

Most of these volumes are also available from Wilcox & Follett in reinforced binding for 60 cents each. P–R–T. Grades 1–3.

McCloskey, Robert. Lentil; il. by the author. Viking, 1940. 61 p. $2.

Amusing story of what happened to Lentil when he learned to play the harmonica. Large drawings that depict the life and citizenry of a small town in Ohio. Picture book format. P–R. Grades 1–3.

——— Make Way for Ducklings; il. by the author. Viking, 1941. 67 p. $2.

A couple of mallards select an island in the Charles River as the best spot to raise their ducklings. When the ducklings are old enough Mrs. Mallard upsets traffic by leading them through the streets of Boston to the Public Garden. The full page drawings are full of humorous detail. Picture book format. Awarded the Caldecott medal, 1942. P–R. Grades 1–3.

McCullough, J. G. At Our House; pictures by Roger Duvoisin. Scott, 1943. 40 unnum. p. boards. $1.25.

A typical day in the life of an ordinary family. Pictures in black and white show what each member of the family is doing at any given time of the day. P. Grades 1–3.

MacIntyre, Elisabeth. Susan Who Lives in Australia, il. by the author. Scribner, 1944. 30 unnum. p. boards. $1.50.

A story from Australia told in rhyme and pictures. Susan who lives on a sheep station goes to visit her cousin Peter in Sydney. Gay watercolors give book a holiday aspect. Picture book format. R. Grades 2–3.

Mother Goose. Mother Goose; il. by Tasha Tudor. Oxford, 1944. 87 p. $2.

Volume contains 77 verses that are illustrated by the drawings inimitable to this artist. Picture book format. P–R. Grades 1–2.

——— The Tall Book of Mother Goose; il. by Feodor Rojankovsky. Harper, 1942. 120 p. boards. $1.

Book has tall, slender format and brilliantly colored drawings. About 100 rhymes are included. P–R. Grades 1–2.

Prokofieff, P. S. Peter and the Wolf; il. by Warren Chappell; with a foreword by Serge Koussevitzky. Knopf, 1940. 32 p. $2.

The important musical themes from the orchestral narrative by the same name accompany this Russian folk tale. Vivid illustrations capture the spirit of the story. Picture book format. P–R. All grades.

Pyne, Mabel. Little History of the United States; il. by the author. Houghton, 1940 35 p. $2.

A large picture book that highlights important events in the growth of our country. Bright-colored thumbnail sketches are interspersed throughout the brief text. A companion volume is The Little Geography of the United States. Houghton, 1941. 36 p. $2. Grades 3–5.

Rhoads, Dorothy. The Story of Chan Yuc; il. by Jean Charlot. Doubleday, 1941. 45 p. boards. $1.50.

How a tiny brocket deer came from Yucatan to live in the National Zoo in Washington. Drawings in soft green, pink, and brown illustrate this Bambi-like picture book. P–R. Grades 2–3.

Slobodkin, Louis. Magic Michael; il. by the author. Macmillan, 1944. 43 unnum. p. $1.50

Humorous drawings and verse tell how Michael pretended to be something different everyday until he received a bicycle. Then he only wanted to be a boy. Picture book format. P–R. Grades 1–3.

Steiner, Charlotte. Surprise for Mrs. Bunny; il. by the author. Grosset, 1945. 24 p. boards. 50 cents.

This picture book about bunnies and the bright colored eggs they painted for their mother's birthday should help children recognize the different colors they see. Picture book format. P–R. Grades 1–2.

Stevenson, R. L. A Child's Garden of Verses; photo-illustrations by Toni Frissell. U. S. Camera, 1944. 95 p. boards. $2.

Full-page photographs of modern children illustrate this edition. Another noteworthy edition of these verses has bright colored illustrations by Roger Duvoisin. Published by Heritage, 1944. 112 p. $3. P–R. Grades 1–5.

Tall Book of Nursery Tales; il. by Feodor Rojankovsky. Harper, 1944. 120 p. boards. $1.

A good collection of 24 of the best known fairy tales including Little Red Riding Hood; The Gingerbread Boy; and The Three Bears. Similar in format and illustrations to The Tall Book of Mother Goose. Picture book format. P–R–T. Grades 2–4.

Travers, Georgia. The Story of Kattor; il. by Flavia Gag. Coward, 1939. 28 unnum. p. boards. $1.50.

Kattor, a baby tiger, overwhelmed by his own strength and importance sets out to conquer the world and learns that his mother's wise advice is best. Picture book format. Also available from E. M. Hale in Cadmus edition for $1.12. P–R. Grades 1–3.

Webber, I. E. Up Above and Down Below; il. by the author. Scott, 1943. 32 p. $1.25.

A first book about plants which shows in pictures and text that the roots of the plants are as important as the leaves. Picture book format. The author's second book on plants Travelers All, Scott, 1944. 32 p. $1.25. Explains how seeds travel. P. Grades 1–3.

Wessells, K. T. The Golden Song Book; il. by Gertrude Elliott. Simon, 1945. 76 p. (Giant Golden Books). $1.50.

Sixty songs, mostly the old nursery songs, such as Twinkle, Twinkle, Little Star; Mary Had a Little Lamb; Old King Cole, and Au Clair de la Lune. Arrangements and directions for singing games for 12 of the songs. Picture book format. Grades 1–3.

Wright, E. B. Saturday Ride; il. by Richard Rose. Scott, 1942. 20 unnum. p. boards. $1.

Pictures a small girl's overnight trip by train to visit her grandmother. Durable cardboard picture book with bright illustrations. Spiral binding. Companion volumes are The Saturday Walk, Scott, 1941. $1. and The Saturday Flight, Scott, 1944. $1. P–R. Grades 2–4.

Zolotow, Charlotte. The Park Book; il. by H. A. Rey. Harper, 1944. 30 p. $1.75.

The varied aspects of life in a city park are caught in this picture book. P–R. Grades 1–3.

Grades 4–6

Anderson, C. W. Thoroughbreds; stories and pictures by the author. Macmillan, 1942. 71 p. $2.50.

"An ABC book of thoroughbreds" including chapters on racing, steeplechasing, hunting and jockeys as well as stories about some of the great race horses. Picture book format. Grades 6–8.

Angelo, Valenti. The Rooster Club; il. by the author. Viking, 1944. 150 p. $2.

As a member of the Boy Scouts, Nino's summer days in California are eventful and full of variety. He goes camping, sailing, and works on his uncle's farm. A sequel to Nino. Viking, 1938. 244 p. $2. and Golden Gate; Viking, 1939. 273 p. $2. Grades 5–6.

Atwater, R. T. *and* Atwater, *Mrs.* F. H. C. Mr. Popper's Penguins; il. by Robert Lawson. Little, 1938, 138 p. $2.

Hilariously funny is the story of Mr. Popper and his performing penguins. These solemnly droll birds bring fame and fortune to the mild house painter. The illustrations add to the gaiety of the book. R. Grades 4–6.

Aviation Research Associates. Harper, 1943 to date. 6 v. 64 p. il. (Young America's Aviation Library) $1 ea.

An authoritative group of books which introduce the fundamentals of aviation to young readers. There will eventually be 12 titles in the series that now contains: How Planes Fly; Parts of Planes; Types of Planes; How Planes Get There; Planes in Action; How Planes Are Made. Grades 4–7.

Barksdale, Lena. The First Thanksgiving; il. by Lois Lenski. Knopf, 1942. 57 p. $1.50.

A heart-warming little tale in which Hannah's grandmother tells her about the first celebration of Thanksgiving by the Pilgrims 40 years earlier. Grades 4–6.

Barnouw, A. J. Land of William of Orange; photographs by courtesy of Netherlands Information Bureau and Knickerbocker Weekly. Lippincott, 1944. 104 p. (Portraits of Nations.) $2.

An account of Holland as it was before World War II. The people and their culture, the geography, history and something of the cities and their industries are authentically described. Other recent books in this series are: The Land and the People of India by Manorama R. Modak; The Land of the Chinese People by Cornelia Spencer; The Land of the Russian People by Alexander Nazaroff, and The Land of the Polish People by Eric P. Kelly. Grades 4–8.

Benson, *Mrs.* Sally. Stories of the Gods and Heroes; il. by Steele Savage. Dial press, 1940. 256 p. $2.50.

Twenty-eight classical myths selected and retold from Bulfinch's inviting collection. Black and white drawings. R. Grades 5–8.

Bianco, Margery. Forward Commandos; il. by Rafaello Busoni. Viking, 1944. 184 p. $2.

"Red" is the leader of a group of boys in New Jersey who play at being commandos and have many good times out-of-doors during an exciting summer. Grades 4–6.

Britton, Katharine. What Makes It Tick? il. by Jeanne Bendick. Houghton, 1943. 232 p. $2.50.

Answers many questions that involve an explanation of the principles of science. Starting with how a clock works, the book goes on to air conditioning, radio, electric trains, the barometer, movies, television, etc. Attractive format with drawings and diagrams. Grades 5–8.

Brock, E. L. Heedless Susan; Who Sometimes Forgot to Remember; il. by the author. Knopf, 1939. 169 p. $1.75.

An amusing, pleasant story about Susan's summer vacation spent in her grandmother's home in a midwestern community about the turn of the century. Grades 5–6.

Bronson, W. S. Chisel-Tooth Tribe; il. by the author. Harcourt, 1939. 200 p. $2.

Rats, mice, squirrels, beavers, and other members of the rodent family are interestingly described. Numerous illustrations. Grades 5–7.

Buff, *Mrs.* M. M. *and* Buff, Conrad. Kobi; a Boy of Switzerland; lithographs by Conrad Buff. Viking, 1939. 128 p. $2.50.

A Swiss lad earns enough money to buy a pair of braces to wear with his yellow pants and his red vest and goes to the Alps with his uncle to be a herder. A genuine feeling for the country is expressed both in the story and in the lithographs in five colors. Grades 4–6.

Bunyan, John. Pilgrim's Progress; drawings by Robert Lawson. Retold and shortened for modern readers by Mary Godolphin. Stokes, 1939. 120 p. $2.50.

A retelling of this great classic. Picture book format. R. Grades 5–7.

Burton, V. L. Calico, the Wonder Horse or the Saga of Stewy Slinker; il. by the author. Houghton, 1941. 60 p. $1.

Told in pictures, comic strip fashion, this story has all the thrills of an old Bill Hart "western". Picture book format. R–1. Grades 3–5.

Carlson, Mrs. B. W. Junior Party Book; il. by Magdalena Tolson. Abingdon-Cokesbury, 1939. 160 p. $1.50.

A variety of practical suggestions and games for 24 different kinds of parties. Grades 6–8.

Carpenter, Frances. Our South American Neighbors. American Book. 1942. 454 p. il. $1.16.

A geographical reader that gives one an over-all view of the continent, stories of the South American heroes, chapters on the individual countries, and a discussion of South America's relationship to the United States. Illustrated by maps, charts, and photographs. Grades 5–8.

Chase, Richard, *ed.* Jack Tales . . . Set down from these sources and ed. by Richard Chase; with an appendix comp. by Herbert Halpert; il. by Berkeley Williams, Jr. Houghton, 1943. 201 p. $2.50.

This collection of folk tales stemming from the mountain country of North Carolina is significant for students of folklore, storytellers, and all lovers of tall yarns. R–T. Grades 6–8.

Clark, A. N. Little Navajo Bluebird; il. by Paul Lantz. Viking, 1943. 143 p. $2.

Life is simple but good and beautiful for 6-year-old Doli, an Indian girl, whose life centers around her mud-plastered home and the reservation's trading post. Grades 4–6.

Coatsworth, E. J. Houseboat Summer; il. by Marguerite Davis. Macmillan, 1942. 191 p. $2.

Bill and his sister Sandy spend a happy summer with their aunt and uncle on a houseboat in Maine. For children slightly younger, the author has written The Littlest House. Macmillan, 1940. 150 p. $2. In this story a tiny house near the sea makes a perfect play house for the children. Grades 4–7.

Colum, Padraic. Where the Winds Never Blew and the Cocks Never Crew; il. by Richard Bennett. Macmillan, 1940. 95 p. $1.50.

The adventures of a group of animals who go to live in a land of fantasy where no one is ever born, and no one ever dies. This magical Irish tale is imaginatively illustrated. R. Grades 4–5.

Courlander, Harold. Uncle Bouqui of Haiti; il. by Lucy Crockett. Morrow, 1942. 126 p. $2.

Fresh retelling of folk tales from Haiti in which Uncle Bouqui gets into many difficulties trying to outwit his crafty friend, Ti Malice. R. Grades 4–6.

Dalgliesh, Alice. The Little Angel; a Story of Old Rio; il. by Katherine Milhous. Scribner, 1943. 70 p. $2.

A story of family life in Rio de Janeiro in the early 1800's. Little Maria appears as an angel in the procession of Santo Antonio. Grades 4–5.

Daugherty, J. H. Daniel Boone; with original lithographs in color by the author. Viking, 1939. 94 p. $2.50.

An inspired life of the famous pioneer. Courage, strength, and robust humor are depicted both by the text and the crayon drawings. Awarded the Newbery medal 1940. Other biographies for somewhat older children by the same author are: Poor Richard. Viking, 1941. 158 p. $2.50 and Abraham Lincoln. Viking, 1943. 216 p. $3.50. Grades 5–8.

De Angeli, Marguerite. Thee, Hannah! il. by the author. Doubleday, 1940. 88 p. $2.

The story of 9-year-old Hannah who is overly fond of flowers and ribbons but learns to be proud of her plain Quaker bonnet. Drawings illustrate this story of Philadelphia in the 1850's. Picture book format. Elin's Amerika. Doubleday, 1941. 96 p. $2. A story of the early Swedish settlers, and Up the Hill. Doubleday, 1942. 88 p. $2. About two Polish children who live in a Pennsylvania mining town, are two more books by this author. Grades 4–6.

De la Mare, Walter. Bells and Grasses; il. by Dorothy Lathrop. Viking, 1942. 144 p. $2.50.

One hundred poems of beauty. "Some of them tell of actual and personal memories. Most of them, whether fanciful or not, are concerned with the imagined and the imaginary." Distinguished format. R. All grades.

Dixon, J. S. Wildlife Portfolio of the Western National Parks. U. S. Government Printing Office, 1942. 119 p. il. $1.25.

Photographs of mammals, birds, and reptiles found in our national parks. Descriptive text accompanies each photograph. Grades 5–8.

Dodgson, C. L. Alice's Adventures in Wonderland; il. by John Tenniel. Whittlesey House, 1945. 96 p. $1.25.

The immortal story of "Alice" published with the original Tenniel illustrations in picture book format. Grades 3–7.

Du Bois, W. P. Great Geppy; il. by the author. Viking, 1940. 92 p. $2.

An imaginative story about the detective Geppy, a red-and-white striped horse. How Geppy solves the Bott Circus mystery is delightful comedy. Gay pictures full of the circus atmosphere. Grades 4–5.

Dukelow, *Mrs.* J. H. *and* Webster, H. H. The Ship Book. (School ed.) Houghton, 1939. 277 p. il. $1.24.

The story of the evolution of the ship from the first crude log boats to the modern great ocean liners. Also contains information on navigation, the Coast Guard and miniature shipbuilding. Grades 4–7.

Duvoisin, Roger. They Put Out to Sea; the Story of the Map; il. by the author. Knopf, 1943. 171 p. $2.50.

Absorbing history of exploration from days of the early traders to Magellan. Alexander the Great, Marco Polo, Columbus and Vasco da Gama are some of the men who helped to change the map of the world. Grades 5–7.

Edmonds, W. D. Matchlock Gun; il. by Lantz. Dodd, 1941. 50 p. $2.50.

A true story of how a small boy protected his mother and sister from the Indians by means of an old matchlock gun. The illustrations give one a picture of this brave pioneer family who lived in the Hudson Valley in 1756. Awarded the Newbery medal, 1942. Grades 4–6.

Elting, Mary *and* Weaver, R. T. Soldiers, Sailors, Fliers, and Marines; pictures by Jeanne Bendick; Navy section directed by Margaret Gossett and her very good Navy friends. Doubleday, 1943. 100 p. $2.

Answers questions about the armed forces in a graphic manner. Text interspersed with thumbnail sketches in color. Picture book format. Grades 3–5.

Enright, Elizabeth. The Saturdays; il. by the author. Farrar, 1941. 175 p. $2.

The Melendys are an unusual family who live in a brownstone front in New York City. The four children pool their weekly allowances so that each one may have a Saturday to spend as he or she likes. Followed by The Four-Story Mistake. Farrar, 1942. 177 p. $1.75 and Then There Were Five. Farrar, 1944. 241 p. Grades 5–7.

Estes, Eleanor. The Hundred Dresses; il. by Louis Slobodkin. Harcourt, 1944. 80 p. $2.50.

Wanda Petronski's classmates thoughtlessly tease her because she claims to own a hundred dresses when it is obvious that she wears the same faded blue dress to school every day. R. Grades 3–5.

——— The Moffats; il. by Louis Slobodkin. Harcourt, 1941. 290 p. $2.

The escapades of the four exuberant Moffat children, Sylvia, Joey, Jane and Rufus, but mostly about Jane who liked "to look at things from between her legs, upside down." Equally irresistible are the author's The Middle Moffat; Harcourt, 1942. 317 p. $2. and Rufus M.; Harcourt, 1943. 320 p. $2. These continue the adventures of the Moffat family. Grades 4–6.

Evans, E. K. Let's Raise Pigs; drawings by Mary Giles. Publications Committee, West Georgia College, Carrollton, Georgia, 1943. 37 p. paper. (Let's Do It Now series) 15 cents each.

This series includes: Let's Plant Grass; The Doctor is Coming; Let's Cook Lunch; Out Under the Sky (in preparation). Grades 3–5.

Faulkner, Georgene *and* Becker, John. Melindy's Medal; il. by E. C. Fax. Messner, 1945. 172 p. $2.

Melindy, a small Negro girl, who lives in a housing project in Boston proves worthy of her brave forbears when the school catches on fire and she saves her classmates. Grades 4–6.

Fenner, P. R. *ed.* Time to Laugh, Funny Tales From Here and There; il. by H. C. Pitz. Knopf, 1942. 240 p. $2.

A collection of 20 favorite humorous stories good for telling and reading aloud. Amusing drawings in black and white. R–T. Grades 4–7.

Foote, K. S. Walk About Down Under; il. with photographs. Scribner, 1944. 92 p. $1.50.

Important facts about the early history, the aborigines and strange animals, the cities, as well as the people and their way of living are presented in this book about Australia and Tasmania. Grades 5–8.

Freund, *Mrs.* G. L. P. American Garden Flowers; il. by Rudolph Freund. Random House, 1943. 50 p. $1.

Sixty-nine garden flowers, vines and shrubs are briefly described. Numerous color plates. Picture book format. Grades 6–8.

Gaer, Joseph. Everybody's Weather. Lippincott, 1944. 96 p. il. $2.

Explains how the weather affects us all in our daily life and work, what weather signs we can learn, the different kinds of weather and the work of the U. S. Weather Bureau. Sixty-eight photographs. Picture book format. Grades 5–8.

Gates, Doris. Blue Willow; il. by Paul Lantz. Viking, 1940. 172 p. $2.

The blue willow plate was 10-year-old Janey Larkins' only treasure. Its promise of better things comes true in this warmly human story of a migratory worker's daughter. Available from E. M. Hale in Cadmus edition for $1.32. The author's Sensible Kate; il. by Marjorie Torrey. Viking, 1943. 189 p. $2; is the story of a lively red-headed orphan who was very sensible. Grades 5–8.

Gibson, Katherine. Cinders; il. by Vera Bock. Longmans, 1939. 132 p. $1.50.

Story of what happened to Cinderella's coachman when the Fairy Godmother forgot to change him back into a mouse. R. Grades 4–5.

Gilchrist, M. E. The Story of the Great Lakes; lithographs by C. H. De Witt. Harper, 1942. 32 p.; boards. (Region of America.) $1.50.

A factual account of the industries and the history of the region. Picture book with bright colored illustrations. Two other important books in this series are: The Story of Alaska, by Clara Lambert, Harper, 1940, 40 p., $1.50, and The Story of the Pennsylvania Dutch, by Ann Hark, Harper, 1943, 32 p., $1.50. Grades 4–7.

Gleit, Maria. Pierre Keeps Watch; il. by Helene Carter. Scribner, 1944. 211 p. $2.

A French shepherd boy shows courage and resourcefulness in saving his village from the Nazi invaders. A similar title about Holland is Dola de Jong's The Level Land; il. by Jan Hoowij. Scribner, 1943. 164 p. $1.75. Grades 5–7.

Harper, Wilhelmina, *comp.* Easter Chimes; Stories for Easter and the Spring Season; il. by Wilfred Jones. Dutton, 1942. 223 p. $2.

Twenty-four stories and twelve poems make up this collection. Padraic Colum, Margery Bianco, Oscar Wilde, and Hans C. Andersen are a few of the authors represented. Grades 5–7.

Hogner, D. C. The Animal Book; American Mammals North of Mexico; il. by Nils Hogner. Oxford, 1942. 223 p. $3.50.

The habits, appearances and behavior of about 170 animals are described. A large book, illustrated with other 100 line drawings. Grades 6–8.

Holling, H. C. Paddle-to-the-Sea; il. by the author. Houghton, 1941. 63 unnum. p. $2.50.

Through the travels of Paddle-to-the Sea, a small Indian figurine seated in a canoe one foot long, one learns the geography of the Great Lakes region. Full page pictures and marginal drawings. Picture book format. Tree in the Trail by the same author. Houghton, 1942. 58 unnum. p. $2.50 is a similar book about the history of the Southwest. Grades 4–7.

Jewett, Sophie. God's Troubadour; the Story of Saint Francis of Assisi; il. by Elinore Blaisdell. new ed. Crowell, 1940. 94 p. $2.

Good, clear type and illustrations make this new edition of the life of St. Francis an attractive book. Available from E. M. Hale in Cadmus edition for $1. Grades 6–8.

Jones, E. O. Twig; il. by the author. Macmillan, 1942. 152 p. $2.

Her dull backyard becomes a place of magic for Twig when an elf comes to live in the empty tomato can she had found. Grades 4–5.

Jordan, N. R. How to Sew; il. by the author. Harcourt, 1941. 237 p. $2.

A book for beginners giving instructions on how to sew and directions for making 15 articles, most of which do not need patterns. Two other books by the same author are Homemade Dolls in Foreign Dress. Harcourt, 1939. 246 p. $2; and American Costume Dolls; How to Make and Dress Them. Harcourt, 1941. 230 p. $2. A book on how to make Mother Goose toys is Mother Goose Handicraft. Harcourt, 1945. 149 p. $2. Grades 5–8.

Kahmann, Chesley. Sinfi and the Little Gypsy Goat; il. by F. Luis Mora. Random House, 1940. 70 p. $1.50.

Sinfi, a little Gypsy girl, after many difficulties is finally allowed to keep a mischevious goat as a pet. Illustrations give a feeling of outdoor life of the Gypsies. Sturdy binding. Available from E. M. Hale in Cadmus edition for $1.24. Grades 4–5.

Kane, H. B. The Tale of the Whitefoot Mouse. Knopf, 1940. 48 unnum. p. il. Wild World Tales. $1.50.

Photographs and simple text tell the story of a year in the life of a whitefoot mouse. Picture book format. Two other books in this series are The Tale of the Bullfrog. Knopf, 1941. 48 unnum. p. $1.50; and The Tale of the Crow. Knopf, 1943. 47 unnum. p. $1.50. Grades 4–6.

Kinert, R. C. America's Fighting Planes; il. by the author. Macmillan, 1943. 142 p. $2.50.

Brief text about all U. S. military aircraft in action in May 1943. The full-page drawings are a tribute to the part our Air Forces played in the war. Picture book format. Grades 5–8.

Kipling, Rudyard. The Elephant's Child; il. by Feodor Rojankovsky. Garden City, 1942. 28 p. boards. 50 cents each.

Reprinted from The Just So Stories in picture book format with fanciful pictures that interpret Kipling's jungle. Other stories in this series are: How the Camel Got His Hump; How the Leopard Got His Spots; and How the Rhinoceros Got His Skin. R–T. Grades 4–6.

Lawson, Robert. Rabbit Hill; il. by the author. Viking, 1944. 128 p. $2.

A tale of the change wrought in the lives of the small animals of Rabbit Hill when new folks come to live there. The rabbits, moles, field mice, and other little creatures as well as glimpses of the Connecticut countryside are shown in the drawings. Awarded the Newbery medal, 1945. Grades 4–6.

Lee, Muna. Pioneers of Porto Rico; il. by Katharine Knight. Heath, 1944. 80 p. New world neighbors. 48 cents each.

Titles in this series are suitable for supplementary reading and include such books as: Savage, Alma. Holiday in Alaska, 1944; Li Ling-Ai. Children of the Sun in Hawaii, 1944; Acacio and others. Work and Play in the Philippines, 1944; Hagen, W. V. Riches of Central America, 1942; Waldeck, J. M. Exploring the Jungle, 1941; and Kelsey, Vera. Six Great Men of Brazil, 1942. Grades 4–7.

Lenski, Lois. Bayou Suzette; il. by the author. Stokes, 1943. 207 p. $2.25.

The friendship of Suzette, a little French girl of the bayou country with Marteel, an Indian girl is told with understanding. Florida is the scene of another regional story, Strawberry Girl. Il. by the author. Lippincott, 1945. 194 p. $2.50. Grades 5–7.

Limbach, R. T. American Trees; il. by the author; with an introduction by T. H. Everett. Random House, 1942. 39 p. $1.

Fifty-five different types of trees of the U. S. are described. Full page drawings in color of the trees and marginal sketches of their leaves and fruit. Picture book format. Grades 5–8.

Lloyd, Trevor. Sky Highways; Geography From the Air; il. by Armstrong Sperry. Houghton, 1945. 61 p. $2.50.

A record of the author's trip by air from Washington to Chungking and back. Gives a coucept of global geography that one can obtain only from flying the world's airways. Illustrated with pictures, maps, and charts. Picture book format. Grades 4–6.

McCloskey, Robert. Homer Price; il. by the author. Viking, 1943. 149 p. $2.

Homer is a typical fun-loving boy who lives in a small mid-western town. Illustrations are just as mirth-provoking as the story. R. Grades 4–7.

McSwigan, Marie. Snow Treasure; il. by Mary Reardon. Dutton, 1942. 178 p. $2.

Brave Norwegian children outwit the Nazi sentries and rescue part of their country's gold. Grades 4–6.

Mason, B. S. Junior Book of Camping and Woodcraft; drawings by F. H. Kock. Barnes, 1943. 120 p. $2.50.

Advice on camping and outdoor living for the youthful camper. Photographs and drawings portray the fun and thrill of camping as well as the technique. Picture book format. Grades 5–8.

Meadowcroft, E. L. Benjamin Franklin; il. by Donald McKay. Crowell, 1941. 192 p. $2.

A portrayal which makes the most of dramatic incidents in Franklin's life. Other books by the same author are: Ship Boy With Columbus; il. by Jessie Robinson. Crowell, 1942. 129 p. $1.50; and Silver for General Washington; a Story of Valley Forge. Crowell, 1944. 138 p. $2. Grades 5–7.

Newell, Hope. Steppin and Family; pictures by Anne M. Peck. Oxford, 1942. 198 p. $2.

How Steppin, a Negro boy who lives in Harlem, fulfils his ambition to appear before the footlights as a tap dancer. Illustrations give a portrayal of Harlem. Grades 5–8.

North, Sterling. Midnight and Jeremiah; il. by Kurt Wiese. Winston, 1943. 125 p. $2.

A jet black lamb named Midnight provides fun and concern to his young owner who lived with his granny in a cabin in southern Indiana. Grades 4–6.

Parker, B. M., *and* Blough, G. O. Basic Science Education Series. Row, 1941 to date. 36 p. pa. il. 32 cents each.

Subject matter ranges from pets to light in this stimulating, illustrated series of approximately 65 books. Material for all grade levels. The following titles of the series are republished by Harper in board covers for $1 each: Animal Travels; Animals of Yesterday; Beyond the Solar System; Fishes; Insects and Their Ways; Seeds and Seed Travels. Grades 4–8.

Peet, Creighton. How Things Work; story and pictures by Creighton Peet. Holt, 1941. 115 p. $2.

Elementary principles of physics explained in an informal way. Many photographs. Grades 5–7.

Perry, Josephine. Rubber Industry. Longmans, 1941. 96 p. il. America at Work. $1.75.

Brief study of the industry. (New edition in preparation.) Other industries included in the series are: Chemical, coal, cotton, electrical, fish, glass, steel, forestry, and milk. Grades 5–8.

Philbrook, Elizabeth. Far From Marlborough Street; il. by Marjorie Torrey. Viking, 1944. 302 p. $2.

Nancy Lee travels by stagecoach from Boston to Springfield on an important and mysterious errand in this lively story of other days. Grades 6–8.

Pollock, Katherine. Sky Ride; il. by Ruth Wood; jacket, endpapers, and planes for title page by Perry Fuller. Scribners, 1944. 151 p. $1.75.

Air adventures of two boys when the owner of the nearby flying field comes to board at their home. Grades 5–7.

Powell, J. D. Junior Model Planes; designed and il. by James D. Powell; ed. by Ed Clarke. Crowell, 1945. 92 unnum. p. boards. $1.50.

Complete information on building four flying model planes, including glider, a stick model with propeller, a cabin transport, and a stick model with ribbed wings. The models are inexpensive and easy to make. Picture book format. Grades 4–7.

Reck, F. M. Automobiles From Start to Finish. rev. ed. Crowell, 1941. 100 p. $2.

The invention, development, raw materials, and manufacture of automobiles as well as the roads traveled on are described and illustrated with photographs. A chapter about automobiles in war has been added. Grades 5–8.

Renick, James *and* Renick, Marion. Tommy Carries the Ball; il. by Frederick Machetanz. Scribner, 1940. 78 p. $1.50.

Tommy learns to play football and wins the right to play on the school team in this story. Similar sport stories by the same author that teach the basic principles of baseball and skating are: David Cheers the Team. Scribner, 1941. 125 p. $1.50. and Skating Today. Scribner, 1945. 171 p. $1.75. Grades 4–6.

The Reptile Book. A. Whitman, 1941. 58 p. il. 50 cents each.

A small science handbook, briefly describing 26 reptiles. Sturdily bound, large type, with photographs. Companion volumes are: The Bird Book and Who's Who in the Zoo. Grades 3–4.

Rounds, Glen. Blind Colt; il. by the author. Holiday House, 1941. 80 p. $2.

Ten-year-old Whitey proves the worth of a blind colt and thereby saves its life. Soft crayon drawings and marginal sketches of the Badlands. Available from E. M. Hale in Cadmus edition for $1.28. Grades 5–7.

Sawyer, Ruth. The Least One; il. by Leo Politi. Viking, 1941. 88 p. $2.

A story about a small Mexican boy's love for his pet burro, the least one. Grades 5–7.

——— The Long Christmas; il. by Valenti Angelo. Viking, 1941. 200 p. $2.50.

A collection of 13 stories covering the Christmas period through Epiphany. Distinctive format. R–T. Grades 5–8.

Sayers, F. C. Tag-Along Tooloo; il. by Helen Sewell. Viking, 1941. 87 p. $1.50.

Tag-along, the 5-year-old sister who is usually left behind, loses her nickname when she sees the circus in triumph. Grades 3–4.

Sechrist, *Mrs.* E. H. Red Letter Days; a Book of Holiday Customs; il. by Guy Fry. Macrae, 1940. 252 p. $2.

How we observe our holidays and the customs and traditions of the past that are associated with them. Grades 5–7.

Thorne-Thomsen, Gudrun. The Sky Bed; il. by Nedda Walker. Scribner, 1944. 25 p. boards. $1.

A Christmas that is filled with magic for two little Norwegian girls. Illustrated in color. R. Grades 4–5.

Thurber, James. The Great Quillow; il. by Doris Lee. Harcourt, 1944. 54 p. $2.

How clever Quillow, the little toymaker, outwits the enormous giant Hunder and saves his fellow townsmen. Illustrations in color. R. Grades 3–4.

——— Many Moons; il. by Louis Slobodkin. Harcourt, 1943. 47 p. $2.

A fairy tale in which the spoiled little princess demands the moon in order to get well. Imaginative water colors. Awarded the Caldecott medal, 1944. R. Grades 3–4.

Travers, P. L. Mary Poppins Opens the Door; il. by Mary Shepard and Agnes Sims. Reynal, 1943. 239 p. $1.75.

The unpredictable Mary Poppins comes back to the Banks family having arrived in a rocket on Guy Fawkes Day. A sequel to Mary Poppins and Mary Poppins Comes Back. Grades 4–7.

Turney, I. V. Paul Bunyan, the Work Giant; il. by Norma Madge Lyon and Harold L. Price. Binfords and Mort, 1941. 80 unnum. p. $2.

These legends are briefly retold for younger children. The illustrations are bold in size and color and convey the gigantic qualities of this legendary hero. Picture book format. Grades 4–6.

Van Stockum, Hilda. Pegeen; il. by the author. Viking, 1941. 268 p. $2.

Another Bantry Bay story. Pegeen, a wild, motherless little colleen finds a home and contentment. Grades 5–7.

Wheeler, Opal. Ludwig Beethoven and the Chiming Tower Bells; il. by Mary Greenwalt. Dutton, 1942. 144 p. $2.

A story of the great master's life illustrated with black and white drawings. Short musical scores for 11 of his compositions are given. Mozart, the Wonder Boy; Joseph Haydn, the Merry Little Peasant; Sebastian Bach, the Boy From Thuringia; Franz Schubert and His Merry Friends; Edward MacDowell and His Cabin in the Pines; and Stephen Foster, and His Little Dog Tray are issued by the same publisher at the same price. Mozart the Wonder Boy is available from E. M. Hale in Cadmus edition for $1.32. Grades 4–6.

——— Sing for Christmas; a Round of Christmas Carols and Stories of the Carols; il. by Gustaf Tenggren. Dutton, 1943. 127 p. $3.

There are 29 carols in this music book for the Christmas season. Children will also like the stories of the carols and the bright, merry pictures. Sing for America. Dutton, 1924. 127 p. $3 is a similar song book. Grades 4–8.

Wilder, L. I. These Happy Golden Years; il. by Helen Sewell and Mildred Boyle. Harper, 1943. 299 p. $2.

The last volume in the series begun in Little House in the Big Woods. Laura, who seems real to young readers, experiences the joys and trials of a rural school teacher in pioneer days in this chronicle. Titles published since 1939 at the same price are: by the Shores of Silver Lake, 1939; The Long Winter, 1940; and Little Town on the Prairie, 1941. Grades 5–8.

Zarchy, Harry. Let's Make More Things; written and il. by the author. Knopf, 1943. 158 p. $1.75.

Easy instructions on how to make a great variety of things. Materials and equipment are of the simplest and are easily obtainable. Numerous diagrams. Author's first book is Let's Make Something. Knopf, 1941. 158 p. $1.75. Grades 5–9.

Grades 7–8

Adams, Jean *and* Kimball, Margaret. Heroines of the Sky; in collaboration with Jeanette Eaton. Doubleday, 1942. 295 p. $2.50.

Biographical sketches of women who have made aviation history from the early pilots such as Harriet Quimby and Katherine Stinson to Amelia Earhart and Jacqueline Cochran. Grades 7–8.

Baity, E. C. Man is a Weaver; il. with photographs and with drawings and maps by C. B. Falls. Viking, 1942. 334 p. $2.50.

Social and economic conditions as well as world history play a significant part in this story of the old and the new ways of making cloth. Grades 7–8.

Bakeless, *Mrs.* K. L. Story-Lives of Great Composers; with 19 portraits. Stokes, 1940. 264 p. $2.50.

Biographical sketches of 19 composers supplementing Story Lives of Master Musicians, by Brower. Sibelius, Bizet, Rimsky-Korsakoff, Dvorak, and Gounod are among those included. A selected list of records valuable. Grades 7–8.

Baker, N. B. Peter the Great; il. by L. Slobodkin. Vanguard, 1943. 310 p. $2.50.

A portrayal of one of Russia's greatest leaders and benefactors. Grades 7–8.

Barbour, R. H. *and* Sarra, La Mar. Football Plays for Boys; Revised, With Defensive Formations. Appleton, 1942. 126 p. $1.25.

Brief instructions in blocking, tackling and stances introduce these simple practical plays. Illustrated with graphic diagrams. Grades 6–8.

Bendick, Jeanne. Electronics for Boys and Girls; il. by the author; foreword by Keith Henney. Whittlesey House, 1944. 148 p. $1.50.

This book is a beginning in Electronics—what it is, what electrons are, and how they are harnessed to do the ordinary and the extraordinary in the world around us. *Pref.* Grades 7–8.

Benet, Laura. Enchanting Jenny Lind; il. with decorations and photographs by G. G. Whitney. Dodd, 1939. 452 p. $2.50.

An intimate glimpse of this talented singer from the time she was a little girl on a Swedish farm to the height of her fame in 1852. Grade 8.

Bianco, Margery. Other People's Houses; il. by the author. Viking, 1939. 201 p. $2.

Dale's efforts to earn her own living in New York City bring her discouragement as well as new friends and experiences and finally the prospect of her own home. Grades 7–8.

Bird, D. M. Granite Harbor; il. by Gertrude Howe. Macmillan, 1944. 211 p. $2.

An accident, a new home in the Lake Superior region, winter sports and the fun of neighbors and friends all go to making life interesting for Terry Blake, a high-school girl. Grades 7–8.

Bonner, M. G. Canada and Her Story. Knopf, 1942. 179 p. $2.

Up-to-date information including chapters on the history, geography, occupations, education and travel, the Royal Canadian Mounted Police, wild life and Canada's people. Photographs. Grades 6–8.

Boykin, Eleanor. This Way, Please; a Book of Manners; il. by Chichi Lasley. Macmillan, 1940. 280 p. $2.

Purpose to give boys and girls principles by which they can gain greater confidence in themselves and derive their share of pleasure from social contacts. School ed. $1.60. Grades 7–8.

Carlisle, Norman *and* others. The Modern Wonder Book of the Air. Winston, 1945. il. $2.50.

Comprehensive and up-to-date, includes jet propulsion, helicopters, and all other phases of aeronautics. Numerous photographs. Grades 6–8.

Cervantes Saavedra, Miguel de. The Adventures of Don Quixote de la Mancha; adapted from the Motteux translation of the text of Miguel de Cervantes by Leighton Barret and il. with drawings by Warren Chappell. Knopf, 1939. 307 p. $3.

The adventures of the famous Knight and Squire which retain the humor and eccentricity that appeal to children. A new edition of book formerly published by Little, Brown & Company. R. Grades 6–8.

Coblentz, C. C. The Bells of Leyden Sing; il. by Hilda Van Stockum. Longmans, 1944. 259 p. $2.25.

The life and adventures of Andrew, an English lad, who together with his family are refugees from England in Holland, en route to the new world. Rembrandt and the printing press enter into the story. Grades 6–8.

Cooley, D. G. Your World Tomorrow. Duell, 1944. 252 p. il. $2.50.

How the progress in science, technology, and industry will affect our lives in the near future. Food, clothing, housing, health, transportation, radio and television, farming, electronics, chemistry, sports and hobbies, and careers are discussed. Numerous photographs. Grades 7–8.

Cottler, Joseph. Man With Wings; the Story of Leonardo da Vinci. Little, 1942. 257 p. il. $2.50.

A biography with emphasis on da Vinci's inventions. Grades 7–8.

Darrow, F. L., *and* Hylander, C. J. The Boys' Own Book of Great Inventions. rev. ed. Macmillan, 1941. 417 p. il. $2.

A useful book which has been revised to include the growth of inventions since 1918. New chapters on radio, television, the movies, printing, and the bicycle. Grades 7–8.

De Leeuw, A. L. Doctor Ellen. Macmillan, 1944. 210 p. $2.

Story of Ellen's training at medical school and her decision to specialize in children's diseases. Grades 7–8.

Deutsch, Babette. Heroes of the Kalevala; Finland's Saga; il. by Fritz Eichenberg. Messner, 1940. 238 p. $2.50.

A poetical retelling of the Finnish epic which is faithful to the spirit of the original. Drawings full of vigor. Grades 6–8.

Dike, Helen. Stories From the Great Metropolitan Operas; il. by Gustaf Tenggren. Random House, 1943. 247 p. $2.

Stories of 25 of the best-liked operas including musical notations of the important arias. Grades 6–8.

Eastman Kodak Co., Rochester, N. Y. How to Make Good Pictures; the Complete Handbook for the Amateur Photographer. 28th rev. ed. The company, 1943. 240 p. 50 cents.

This guide for the beginner is revised about once a year. More on color photography than in previous editions. Grades 7–8.

Eaton, Jeanette. Narcissa Whitman; Pioneer of Oregon; il. by Woodi Ishmael. Harcourt, 1941. 318 p. $2.50.

In 1836 Narcissa Whitman and her pioneer doctor husband journeyed by covered wagon across the Rockies to establish an Indian mission in Oregon. This fictionized biography is written from source material and is a tribute to a magnificent woman's bravery. Another biography by the same author is Lone Journey; the Life of Roger Williams. Harcourt, 1944. 266 p. $2.50. Grades 7–8.

Edmonds, W. D. Tom Whipple; il. by Paul Lantz. Dodd, 1942. 70 p. $2.50.

Tom Whipple, a Yankee lad from upstate New York, signed up on a sailing ship bound for Russia in 1837. Here through Yankee ingenuity he presented an acorn from the grounds of Mount Vernon to the Emperor in person. Illustrations, some in color. Grades 6–8.

Fast, H. M. Goethals and the Panama Canal; il. by Rafaello Busoni. Messner, 1942. 230 p. $2.50.

The story of the Panama Canal and of the engineer largely responsible for its completion. Treats briefly the eradication of yellow fever from the Canal Zone. Grades 6–8.

Fitch, F. M. One God; the Ways We Worship Him; photographs chosen by Beatrice Creighton. Lothrop, 1944. 144 p. $2.

This book describes the ways of worship which are usual among the majority of Jews, Catholics, and Protestants—the traditional ways in which they worship the one God. *Pref.* Many photographs. R. All ages.

Flexner, M. W. Drina, England's Young Victoria. Coward, 1939. 277 p. il. $2.50.

Queen Victoria's girlhood from the time she was four until she proposed to Albert. Grades 7–8.

Floherty, J. J. The Courage and the Glory. Lippincott, 1942. 188 p. il. $2.25.

Eight dramatic episodes about American heroes during the earlier phase of World War II. General MacArthur and Colin Kelly are included. Grades 7–8.

——— Inside the F. B. I.; foreword by J. E. Hoover. Lippincott, 1943. 191 p. il. $2.

An account of this branch of the Government and its never-ending fight against crime. Another book by this author that deals with hazardous occupations is Men Without Fear. Lippincott, 1940. 222 p. $2. Grades 7–8.

Forbes, Esther. Johnny Tremain; with il. by Lynd Ward. (Newbery ed.) Houghton, 1943. 256 p. $2.50.

A story of a 14-year-old boy, who lived in Boston in the days of the Revolution. Historic personages and events vividly re-created. Awarded the Newbery medal, 1944. Grades 7–8.

Foster, Genevieve. Abraham Lincoln's World; il. by the author. Scribner, 1944. 347 p. $3.

Important periods of Lincoln's life and work take on added significance through the introduction of contemporary men and events that were influencing the history of mankind in other countries. George Washington's World, Scribner, 1941. 348 p. $2.75. Is equally valuable. Grades 7–8.

Gates, Doris. North Fork. Viking, 1945. 211 p. $2.

Drew has plenty of adventure in a lumber camp in the Sierra Nevadas and learns how to appreciate an Indian boy his own age. Grades 6–8.

Gibson, Katherine. Pictures To Grow Up With. Studio, 1942. 151 p. il. $3.

A book designed to provoke children's interest in art. Over 120 pictures of masterpieces and art objects as well as a few less known paintings. These are grouped by subjects with a brief comment about each picture. Grades 6–8.

Goetz, Delia. Half a Hemisphere; the Story of Latin America; il. with drawings by C. A. Chase and with maps. Harcourt, 1943. 278 p. $2.50.

History of Latin America from the time of Columbus until the present with emphasis on culture as well as political movements. Grades 6–8.

Goudge, Elizabeth. Smoky House; il. by Richard Floethe. Coward, 1940. 286 p. $2.

A tale of high adventure and of smuggling in England about 100 years ago. The story revolves around the five children of the landlord of Smoky House. Grades 7–8.

Graham, Shirley *and* Lipscomb, G. D. Dr. George Washington Carver, Scientist; il. by Elton C. Fax. Messner, 1944. 248 p. $2.50.

Biography of this eminent Negro educator and agricultural scientist. Grades 6–8.

Grahame, Kenneth. Wind in the Willows; il. by Arthur Rackham; introduction by A. A. Milne. Heritage, 1940. 190 p. $3.

A beautiful edition, especially for exhibit collections and as a gift. R–T. Grades 5–8.

Gray, E. J. Fair Adventure; il. by A. K. Reischer. Viking, 1940. 298 p. $2.

Page MacNeil covers up her disappointment at not winning a scholarship and spends a happy summer. In the end her loyal family finds a way to send her to college in the East. Sandy by the same author (Viking, 1945. 223 p. $2) is another story of how a young girl spends her summer. Grades 7–8.

Hall, A. G. Nansen, il. by Boris Artzybasheff. Viking, 1940. 165 p. $2.50.

A biography of the Norwegian scientist, Arctic explorer, and great humanitarian. Particularly significant because of Nansen's tireless efforts toward building a permanent peace among nations. Grades 7–8.

Hartman, Gertrude. Making of a Democracy; rev. and enl. ed. Day, 1941. 302 p. il. $1.96.

Traces our struggle for greater freedom and justice from the days of feudalism in England to the founding of our Nation on democratic principles. A new section discusses democracy versus dictatorship. Appendix contains The Declaration of Independence and The Constitution of the United States. Grades 7–8.

Hewes, *Mrs.* A. D. Iron Doctor, a Story of Deep-Water Diving. Houghton, 1940. 234 p. il. $2.

In this tale of courage and daring Jed Sheldon works as a diver on the construction of the San Francisco-Oakland Bridge. Grades 7–8.

Hodges, C. W. Columbus Sails; written and il. by C. Walter Hodges. Coward, 1939. 217 p. $2.75.

Supposedly an eyewitness account of Columbus' discovery of America. A monk, a sailor, and an Indian tell this tale. Grades 7–8.

Hoffman, Sylvan, *and* Graftan, C. H., *eds.* News of the Nation; a Newspaper History of the United States; with a foreword by Allan Nevins. Garden City, 1944. 168 unnum. p. paper. il. $3.49.

United States history from 1492 through December 1941 presented in the format of a modern illustrated four-page tabloid with all the special features. Spiral binding. Grades 6–8.

Huntington, H. E. Tune Up; the Instruments of the Orchestra and Their Players; il. with photographs by the author; foreword by Ernest La Prade. Doubleday, 1942. 68 unnum. p. $2.

Descriptions and photographs of instruments that make up an orchestra. End paper's show seating arrangement of players in symphony orchestra. Grades 5–8.

Knight, Eric. Lassie Come-Home; il. by Marguerite Kirmse. Winston, 1940. 248 p. $2.

Lassie, a pure-bred collie, proves her great love for her master, when she escapes from her new owner in Northern Scotland and travels 400 miles back to Yorkshire. Grades 6–8.

Leeming, Joseph. Fun With Clay; a book for all beginners, giving methods, full directions, and designs for all types of modeling with both self-hardening and kiln-baked clay; drawings by Jessie Robinson. Lippincott, 1944. 96 p. $2.

A book primarily for the beginner that emphasizes the use of materials and methods that will produce finished pieces of pottery ware with the minimum of equipment. *Pref.* Grades 6–8.

Lenski, Lois. Puritan Adventure; written and il. by the author. Lippincott, 1944. 224 p. $2.

A story of home and community life in the Massachusetts Bay Colony that includes the adventures of the children and the customs of the Puritans in New England in contrast to life in England. Grades 5–8.

Lent, H. B. Aviation Cadet; Dick Hilton Wins His Wings at Pensacola; il. with official U. S. Navy photographs. Macmillan, 1941. 175 p. $2.

A graphic account of a boy's training course at Pensacola. The author has written similar books on the Air Patrol of the Coast Guard, the Army Air Forces' Bombardiers, the Seabees, and the Merchant Marine. Grades 6–8.

Leyson, B. W. Fighting Fire; new wartime edition illustrated, with a foreword by Commissioner John J. McElligott. Dutton, 1943. 254 p. $2.50.

An informative book written from material gathered from New York City fire department. Photographs on flame-colored paper. Grades 6–8.

McClintock, Marshall. Airplanes and How They Fly; a complete primer of aviation for younger boys and girls who want to understand *why* and *how* a plane flies. It includes: a brief history of man's conquest of the air; a clear statement of the principles of aerodynamics; the chief types of planes—their engines, instruments, equipment; a glimpse of the great future of flying; with drawings by Arthur Silz. Stokes, 1943. 94 p. $2. Grades 6–8.

McMurtrie, D. C. Wings for Words; the Story of Johann Gutenberg and His Invention of Printing; il. by Edward A. Wilson. Rand, 1940. 175 p. $2.

The story of Gutenberg and his service to the world is told in popular style. Grades 6–8.

Meader, S. W. The Long Trains Roll; il. by Edward Shenton. Harcourt, 1944. 259 p. $2.

Attempts of enemy sabotage and an averted catastrophe on the railroad are some of the events experienced by Randy who is beginning to find out what working on the railroad means. The author's The Sea Snake. Harcourt, 1943. 255 p. $2. is a tale of wiping out a German submarine base near the Bahamas. Grades 6–8.

Means, F. C. The Moved-Outers; il. by Helen Blair. Houghton, 1945. 154 p. $2.

Eighteen-year-old Sue Ohara and her brother Kim remain loyal Americans in spite of hardships this Japanese-American family suffers when removed to a Relocation Camp on the West coast. Grades 7–8.

Morgan, Alfred. First Radio Book for Boys; il. by the author. Appleton-Century, 1941. 192 p. $2.50.

Written for the beginner who wants to build a crystal receiver and a one- or two-tube set. Grades 6–8.

Neville, L. E. The Aviation Dictionary for Boys and Girls; il. by Gregorio Prestopino. Whittlesey House, 1944. 192 p. $2.

Includes definitions of aviation terms as well as drawings of military planes, an aviation map supplement, and a chronological history of flight with a biographical index. Grades 7–8.

O'Hara, Mary. My Friend Flicka. Lippincott, 1941. 349 p. $2.50.

A sympathetic and understanding story of a Wyoming boy and his experiences in choosing and training a colt that becomes the most important interest in his life. Grades 7–8.

Reed, William Maxwell. America's treasure. Harcourt, 1939. 395 p. il. $3.

Geological origin of some of our natural resources such as coal, iron, petroleum, and precious metals, and some of the uses to which these raw materials have been put. Grades 7–8.

Sauer, J. L. Fog Magic; il. by Lynd Ward. Viking, 1943. 107 p. $2.

Greta is transported back into the past a hundred years when she visits a fog village in Nova Scotia and makes friends with its inhabitants. Grades 5–8.

Sawyer, Ruth. The Year of Jubilo; il. by Edward Shenton. Viking, 1940. 266 p. $2.

Lucinda's family meets reverses in this sequel to Roller Skates. They were forced to spend a year in their summer cottage in Maine, and Lucinda, now 14 years old, learns to grow in grace through hardship and sacrifice. Grades 7–8.

Schauffler, R. H. *ed.* The Days We Celebrate. Dodd, 1940. 4 v. $2.50 ea.

Holiday material including plays, poems, essays, stories, games, and special activities.

V 1: Christmas; St. Valentine's Day; St. Patrick's Day; Easter.

V 2; New Year's Day; All Fools' Day; May Day; Arbor Day; Harvest Festival; Thanksgiving.

V 3: Lincoln's Birthday; Washington's Birthday; Memorial Day; Flag Day; Independence Day; Armistice Day.

V 4: Mothers' Day; Music Week; Graduation Day; Fathers' Day; Hallowe'en; Book Week. Grades 5–8.

Seredy, Kate. Singing Tree; written and il. by the author. Viking, 1939. 247 p. $2.50.

Kate and her cousin Jancise shoulder their responsibilities manfully when war comes. This sequel to The Good Master takes place in Hungary during the first World War. Grades 7–8.

Simmons, M. I. Sally Wins Her Wings. Crowell, 1943. 258 p. $2.

Sally is an air-minded girl who, through ability and perseverance, becomes a pilot and an instructor. Grades 7–8.

Sperry, Armstrong. Call It Courage; il. by the author. Macmillan, 1940. 95 p. $1.75.

A legend of the South Seas. Mafatu, who is afraid of the sea, learns to conquer his fear. Awarded the Newbery Medal, 1941. Storm Canvas by the same author. Macmillan, 1940. 95 p. $1.75. Is a stormy tale of the War of 1812. Grades 5–8.

Stefansson, Evelyn. Here Is Alaska; with a foreword by Vilhjalmur Stefansson; with photographs by Frederick Machetanz and others. Scribner, 1943. 154 p. $2.50.

Written with feeling and knowledge of the country. It describes the land and its people in detail. Uniform volumes are Here Is Africa, by E. M. Gatti and Attilo Gatti, Scribner, 1943. 166 p. $2.50; and Here Is India, by Jean Kennedy, Scribner, 1945. 154 p. $2.50. Grades 6–8.

Strong, A. L. Peoples of the USSR; il. with photographs. Macmillan, 1944. 246 p. $2.50.

An introduction to the 16 Soviet republics. One gains knowledge of the history, industries, geography, and occupations of the Soviet Union from this description. Grades 7–8.

Teale, E. W. The Boys' Book of Insects; interesting facts about the lives and habits of the common insects together with simple instructions for collecting, rearing, and studying them; il. with photographs and drawings by the author. Dutton, 1939. 237 p. $2. Grades 6–8.

Train, A. K. Story of Everyday Things; with il. by Chichi Lasley. Harper, 1941. 428 p. $3.

Reference book giving comprehensive information on the houses, furniture, clothes, food, agriculture, transportation, industry, and life in the community for the seventeenth, eighteenth, and nineteenth centuries in America. Grades 5–8.

Tunis, J. R. All American; il. by Hans Walleen. Harcourt, 1942. 245 p. $2.

A football story that is good fun and also points out the difficulties to be overcome in combating race prejudices in the United States today. Yea! Wildcats. Harcourt, 257 p. 1944. $2. Is a basketball story which evolves around the dangers of politics in sports. Grades 6–9.

——— Kid from Tompkinsville; il. by J. H. Barnum. Harcourt, 1940. 355 p. $2.

An introduction to the life of a rookie who learns what it means to be a member of a big league team. World Series. Harcourt, 1941. 318 p. $2. Is a sequel. Two other books that use the Brooklyn Dodgers as the central theme are Keystone Kids, Harcourt, 1943, 209 p., $2, and the sequel Rookie of the Year. Harcourt, 1944, 199 p., $2. Grades 6–8.

Untermeyer, Louis. *ed.* Stars to Steer By; with pictures by Dorothy Bayley. Harcourt, 1941. 352 p. $2.50.

A variety of poems to suit various tastes that are made inviting by informal talks introducing each group. School ed. $1.20. Grades 4–8.

Van Loon, H. W. Thomas Jefferson; written and il. by the author. Dodd, 1943. 106 p. $2.50.

A living interpretation of the man and his ideals. Grades 7–8.

Waldeck, T. J. White Panther; il. by Kurt Wiese. Viking, 1941. 193 p. $2.

Ku-Ma, the white panther, learns the ways of the jungles and how to fend for himself in this story of British Guiana. Grades 7–8.

Watson, H. O. Top Kick, U. S. Army Horse; il. by Bernard Garbutt. Houghton, 1942. 216 p. $2.

Top Kick began life in an Army remount depot where he received the training necessary for a good cavalry horse. He and Lieutenant Bayley prove their worth to the armed forces in the Philippines. Grades 6–8.

Waugh, E. D. Simón Bolívar; a Story of Courage; il. by Flora Nash Demuth. Macmillan, 1941. 326 p. $2.50.

The life of a South American leader's fight for the ideal of democratic government. Grades 7–8.

White, A. T. Lost Worlds; the Romance of Archaeology. Random House, 1941. 316 p. $2.50.

An introduction to archaeology is this fascinating account of the men who have revealed to the world civilizations long buried beneath the dust of ages. Grades 6–8.

White, W. C. Made in the USSR. Knopf, 1944. 159 p. il. $2.

Revised edition of the author's Made in Russia. The history and social conditions of the country are brought into this book about Russian art and customs. Grades 6–8.

(*Turn to page 32*)

LIBRARY
APR 20 1948
NATIONAL EDUCATION ASSOCIATION

U. S. Government Announces

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Fitting and Selling Shoes. By John A. Beaumont. Washington, U. S. Government Printing Office, 1945. 86 p., illus. (Vocational Division Bulletin No. 230.) 15 cents.

A teacher's manual for use of those who train owners, managers, and employees to fit and sell shoes properly. Material presented in instructional units to facilitate its use by teachers of organized classes.

Social Leadership. By C. F. Klinefelter and Charles T. Battin. Washington, U. S. Government Printing Office, 1945. 43 p. (Vocational Division Bulletin No. 231.) 10 cents.

Essentials of conference discussion techniques of special value in supervisory training programs. The course contained in this bulletin can be offered as a separate course of study or as a unit in a course designed to be offered during the second semester to college students in order to prepare them to establish relationships and assume responsibility in society after they leave college.

Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1944. Washington, U. S. Government Printing Office, 1945. 73 p. Free.

Prepared in compliance with a mandatory provision in the Smith-Hughes Act of 1917 which reads as follows: "It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made, studies, investigations, and reports, with particular reference to their use in aiding the State in the establishment of vocational schools and classes . . ."

School Census, Compulsory Education, Child Labor—State Laws and Regulations. By Maris M. Proffitt and David Segel. Washington, U. S. Government Printing Office, 1945. 200 p. (Bulletin 1945, No. 1.) 30 cents.

Contents: Historical Development of Protective Legislation for Children; Summary of Protective Laws and Regulations Regarding Children; Trends and Implications of the Protective Laws and Regulations Regarding Children; and State Laws and Regulations Concerning the School Census, Compulsory Education, and Child Labor.

More Firepower for Health Education. By Arthur H. Steinhaus. Washington, U. S. Government Printing Office, 1945. 50 p., illus. (Bulletin 1945, No. 2.) 15 cents.

Prepared especially for high-school teachers, representing a point of view which recognizes feeling as equal to knowledge in the learning process, in order to help teachers become more skillful in working with feelings, to the end that more knowledge will be translated into ways of living.

Federal Government Funds for Education, 1942–43 and 1943–44. By Timon Covert. Washington, U. S. Government Printing Office, 1945. (Leaflet No. 76.) 10 cents.

Data on regularly recurring appropriations for education for—Colleges of agriculture and mechanic arts, agricultural experiment stations, cooperative agricultural extension services, vocational education below college grade, and vocational rehabilitation; Emergency funds allotted to education for—Needy persons in high schools and colleges, National defense and war training, Assistance for war-affected localities and for school lunches; Funds allotted by law to certain States; and Funds for education activities of the Federal Government.

Good References—The Local Board of Education. Compiled by Andrew H. Gibbs. Washington, U. S. Government Printing Office, 1945. 12 p. (Bibliography No. 76.) Free.

Salaries, composition, officers, organization, and powers and duties of boards of education, as well as relationships of the board of education and its members to employed personnel and to the public are among the topics included in this bibliography.

New Publications of Other Agencies

U. S. Department of Agriculture. Farm Credit Administration. *State Councils and Associations of Farmer Cooperatives.* By Jane L. Searce. Kansas City, Mo., Farm Credit Administration, 1945. Processed. 33 p. Single copies free while supply lasts from Director of Information and Extension, Farm Credit Administration, Kansas City 8, Mo.

A summary of the development of State cooperative councils, with a description of the objectives and activities of these councils in the various States.

U. S. Department of Commerce. Bureau of the Census. *Elections: 1944 No. 2 State Proposals Voted Upon in 1944.* Prepared under the supervision of E. R. Gray by Richard C. Spencer. Washington, U. S. Bureau of the Census, 1945. Processed. 28 p. Tables and diagrams. Single copies free from Bureau of the Census, Department of Commerce, as long as limited supply lasts.

A concise account of the subject matter of proposals voted on in the States, together with an analysis of the size of the vote, and methods of instituting proposals.

——— *State Finances: 1944. Summary of State Government Finances in 1944. Preliminary Edition.* Prepared under the supervision of E. R. Gray. Washington, U. S. Bureau of the Census, 1945. Processed. 8 p. Tables. Single copies free from the Bureau of the Census, Department of Commerce, as long as limited supply lasts.

In tabular form, summarizes the general revenue and borrowings of the States, the character of expenditure, and functions, including schools and libraries for which expenditures were made.

U. S. Department of Labor. Children's Bureau. *Child Guidance Leaflets: Series on Eating.* No. 1–7. Washington, U. S. Government Printing Office, 1945. Sample sets free from Children's Bureau; larger quantities may be purchased at $1.50 per 100 from the Superintendent of Documents.

No. 1. Children Like to Eat.
No. 2. If Your Child Does Not Eat Well.
No. 3. Now Your Baby is on a Bottle.
No. 4. Now Your Baby is Ready for Solids.
No. 5. Now Your Baby is Teething.
No. 6. Now Your Baby is One Year Old.
No. 7. Now Your Baby Has Been Sick and is Getting Better.

——— Women's Bureau. *Outlook for Women in Occupations in the Medical Services, Nos. 4–6.* Washington, U. S. Government Printing Office, 1945. (Women's Bureau Bulletin No. 203, Nos. 4–6.) 10 cents each.

No. 4. Medical Laboratory Technicians.
No. 5. Practical Nurses Hospital Attendants.
No. 6. Medical Record Librarians.

——— ——— *State Labor Laws for Women With Wartime Modifications, December 14, 1944. Part IV—Analysis of Industrial Home-work Laws.* Washington, U. S. Government Printing Office, 1945. (Women's Bureau Bulletin No. 202–IV.) 26 p. 10 cents.

Presents in tabular form by States, the laws regarding work which is prohibited, certificates which are required, persons which may be employed, requirements regarding working conditions, and the maintenance of records.

——— ——— *State Labor Laws for Women With Wartime Restrictions, December 15, 1944. Part I—Analysis of Hour Laws.* Washington, U. S. Government Printing Office, 1945. (Women's Bureau Bulletin No. 202–I.) 110 p. 15 cents.

Presents in tabular form by States, the laws regarding maximum hours of work, day of rest, minimum meal or rest periods, and persons covered by the provisions.

U. S. Office of Inter-American Affairs. *El Salvador: Land of Eternal Spring.* Washington, U. S. Government Printing Office, 1944. 9 p. 10 cents.

A concise account of the history, geography, and commercial conditions of the country.

"Books"

(*From page 31*)

Worth, Kathryn. They Loved to Laugh; il. by Marguerite De Angeli. Doubleday, 1942. 269 p. $2.

Martitia, aged 16, learns to live in a North Carolina Quaker family of five fun-loving boys and a critical sister. Grades 7–8.

Young America's Aviation Annual—1946; ed. by David C. Cooke. McBride, 1945. il. $3.

A standard guide to the year's development in aviation. Photographs. Grades 6–8.

Zim, H. S. Rockets and Jets; il. with drawings by James MacDonald and with photographs. Harcourt, 1945. 326 p. $3.

"The story of rockets is still largely a story of things not yet—of things only just begun." This book brings together in one volume available facts about rockets and jet-propelled planes. Similar books on military science by the same author are Parachutes, Harcourt, 1942, $2.50, and Submarines, Harcourt, 1942, $3. Grades 7–8.

U. S. GOVERNMENT PRINTING OFFICE: 1945

SCHOOL LIFE

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

Volume 28, No. 2 ☆ Official Journal of the U. S. Office of Education ☆ November 1945

CONTENTS

	Page
To Patrons, Students and Teachers	1
Twenty-fifth Annual Observance Affords Opportunity	2
Seventh Grade Describes "When Our Town Was Young"	2
State Legislation for Exceptional Children	3
High-School Acceleration for Veterans	6
Health Needs of School-Age Children and Recommendations for Implementation	7
Dental Programs in Local Schools	15
Feeding Nursery School Children	18
Bibliography of Science Courses of Study	19
Functional School Buildings Emphasized	22
Preparing Teachers and Leaders for Education of Veterans	23
Educators' Bulletin Board	25
General Education in a Free Society	26
Library Service	27
Conferences for Extended School Service	27
Nutrition Workshop	28
In-Service Training for the Federal Prison System	29
New York City Public Schools	31
U. S. Government Announces	32

THE WHITE HOUSE
WASHINGTON

August 31, 1945

TO THE PATRONS, STUDENTS AND TEACHERS OF AMERICAN SCHOOLS:

After the most destructive war in human history our Nation has turned once more to the more prosaic but preferred tasks of peace and reconstruction. Those tasks are no less stupendous than those of war. They require as great a measure of intelligence and understanding and of unselfish devotion to the common good. For the building of these qualities in its citizens America looks to its schools and colleges, dedicated as they are to the development of individual competence, wisdom and good will.

It is fitting, therefore, that the week of November 11 to 17 has been set aside for observance again as American Education Week. I urge that it be an occasion this year for counseling together on how we can further strengthen and improve the schools and colleges of the Nation for their essential peacetime tasks. Let us, as parents and citizens interested in the welfare of our children and in the general welfare, visit our schools during American Education Week, learning at first hand of school needs and problems. And then let us resolve as individuals and as a people progressively to develop our schools as the basic instruments of freedom, democracy, and human betterment.

Harry Truman

See "Annual Observance," next page

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

SCHOOL LIFE

Published monthly,
except August and September

Federal Security Administrator
WATSON B. MILLER

U. S. Commissioner of Education
JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

Twenty-fifth Annual Observance Affords Opportunity

"Education to Promote the General Welfare"—the theme for the twenty-fifth annual observance of American Education Week, November 11–17—affords opportunity "to take before the people of your community the great educational issues of the day in your community, your State, and the Nation."

American Education Week is sponsored jointly by the National Education Association, The American Legion, The National Congress of Parents and Teachers, and the U. S. Office of Education.

☆ ☆ ☆

Back to School Wisdom for All Communities

"Now is the time to face the fact that education has suffered critical losses during the war. The effect of those losses can be minimized only if efforts to strengthen the school system are redoubled. Hundreds of youngsters who have learned the lure of wartime wages, as well as those who went into the armed forces without completing their education, must be encouraged to return to school. Teachers must be granted new inducements to steady service. New buildings to make up for the suspension of construction during the war years will have to be provided along with increased volumes of supplies and equipment.

"It is one thing to encroach temporarily upon education for the sake of winning the war quickly. It would be quite another thing to leave the wounds of wartime neglect unhealed. Evidence everywhere about us points to the fact that more and not less education is needed to prepare the youth of the land for the responsibilities that are coming their way. Selective Service brought to light an appalling waste of human resources for want of basic schooling. Now is the time to move against this weakness in our democratic system. And such a move will obviously entail not only getting youngsters back into the schools but also preparing the schools to give them more of the training they need."—Excerpt from *The Washington Post*, September 17, 1945.

Seventh Grade Describes "When Our Town Was Young"

An example of valuable educational experiences that young people can have when community and school work together is illustrated by a project developed in North Salem, N. Y. The boys and girls of the seventh grade in 1942–43 took as their assignment in their social-studies course responsibility for finding out everything they could about North Salem's early days.

They looked in all of the history books they could find. They learned some facts from the reference books, but as their town was only a small town, they as children in many communities in the United States found little in books about the lives of the first settlers and the other things they wished to know.

The boys and girls started asking questions of their older neighbors whose ancestors came to North Salem in the early days. The stories they were told were written down and used for special programs and shared with their schoolmates and friends. It was suggested to them that the stories might be published.

The students worked harder than ever. Pictures were taken of landmarks visited on historical field trips. At the end of the year a booklet was printed entitled *When Our Town Was Young*. The proceeds of the venture netted a profit of $80 which was presented to the school library. They received many fine letters from educators throughout the State. Their booklet was used in a course on curriculum adjustment in a high school. They also heard of what other schools were doing along the same line.

The seventh grade of 1943-44 col-

(*Turn to page 6*)

State Legislation for Exceptional Children

STATE programs for the education of exceptional children have developed rapidly in recent years. The foundation on which such programs have been built in more than 25 States has been sound State legislation authorizing local facilities, providing State aid to pay for the same, and insuring competent State supervision. The year 1945 has added to legislation already in force significant enactments in a number of States, which are described below by Elise H. Martens, Senior Specialist in the Education of Exceptional Children, U. S. Office of Education.

A high mark of achievement in State legislative action on behalf of exceptional children has been reached in the year 1945. At least three new Statewide programs of special education through day-school systems were inaugurated by law (in Maine, Oklahoma, and Texas), and at least four States (California, Illinois, Iowa, and Ohio) greatly expanded their already existing programs, which in every case are administered by the State department of education or public instruction. If the interest displayed in these seven States is any indication of what one may expect elsewhere, the educational future of hitherto neglected exceptional children—particularly the handicapped—is ultimately assured in the United States.

Texas

The purpose of Senate bill No. 38, passed this year by the Texas Legislature, is "to provide competent educational services for the exceptional children in Texas between and including the ages of six (6) and seventeen (17) for whom the regular school facilities are inadequate or not available." "Exceptional children" include "any child of educable mind whose bodily functions or members are so impaired that he cannot be safely or adequately educated in the regular classes of the public schools without the provision of special services." The "special services" may include special teaching of any kind needed, transportation, and provision of special supplies and equipment. Children who are eligible for enrollment in the State schools for the deaf and the blind are excluded from the provisions of this act, since special education is already furnished for them.

In order to "foster, inspect, approve, and supervise" the educational program provided by the act, there is created in the State department of education a division of special education, with personnel specified as follows: director, assistant director, secretary, and stenographer. The appropriation for the salaries of these persons and for travel and contingent expenses is $12,500 for each year of the biennium.

The sum appropriated for the operation of the program in local school districts is $275,000 for the biennium, $100,000 to be used the first year and $175,000 the second. This appropriation is to be used for the excess cost (up to $200 per year per child) of instructing exceptional children in local school districts over and above the average per capita cost of educating normal children in the respective districts. The minimum number of children specified to permit the establishment of a special class is 5. "Convalescent classes in approved treatment institutions" may also be provided.

The division of special education is the responsible agency for the approval of all such classes in either local school districts or institutions, for the preparation of courses of study and other material needed, for setting up rules and regulations for the training and qualifications of special class teachers, and for cooperating with all other State agencies concerned with handicapped children. Definite reference is made to the need of providing "counseling and guidance in social and vocational matters" and to the possibility of employing "one or more teacher-coordinators to assist in the establishment of such services," in cooperation with State agencies dealing with rehabilitation and employment.

Maine

In Maine new legislation (H. P. 417) was enacted containing provisions somewhat similar to those in the Texas act, but presenting also certain differences. As in Texas, so in Maine the educational services rendered are to be for physically handicapped children of all types who cannot be adequately taught in regular public-school classes and who are not otherwise provided for by the State. A division of special education, as in Texas, was created in the State department of education, which shall be responsible for supervising the program and for regulating courses of study, qualifications of teachers, necessary educational equipment, and other matters pertaining to the operation of the program.

The age range of children to be served in Maine is, however, broader than in Texas, all physically handicapped children between the ages of 5 and 21 years profiting by the provisions of the act. Moreover, the Maine statute, while specifying 5 as the minimum number of children to permit the establishment of a special class, permits also the use of home teachers or approved correspondence courses if there is not a sufficient number of children for a class. "The average daily attendance of pupils instructed by home teachers shall show the number of 60 minute hours devoted to such work, and 5 such hours shall constitute a school week."

The maximum excess cost to be paid by the State is $200 per year per child attending school in his resident district. But for pupils "who must be boarded away from their home districts in order to attend a special class, or be transported from other districts," the excess cost met by the State may be not more than $350 per school year. Children in treatment institutions may also benefit by the provisions of the act.

The appropriations made for this program include: $5,000 for each year of the biennium for the administration of the division of special education; $7,000 "for subsidies, scholarships, and reimbursement to local school districts" for the year 1945–46; and $10,000 "for such educational services, equipment, and reimbursement" for the year 1946–47.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

Oklahoma

The Oklahoma statute (H. B. 151) has initiated a State-wide program of special education in local school districts, without, however, providing for the establishment of a division of special education in the State department of public instruction as a guiding and administering agency. The State board of education is specified in the act as the general administrative authority for the program. There are implications in the act which might make some of its provisions apply to mentally as well as physically handicapped children, but its intent seems to be, as in Texas and Maine, to serve the physically disabled of legal school age who are unable to attend a public school maintained for normal children. Provision is made for the school census to include enumeration of all physically handicapped children.

The act is permissive, while those in Texas and Maine specify that "it shall be the duty of the school authorities" to request the proper arrangements when the number of children justifies them. The minimum number of children required in Oklahoma in order to establish special educational facilities is 6. The facilities provided may be "in schools or classrooms maintained for such purpose or in such other places, including the homes of such children, as the school board of the district may deem advisable." As in Texas and Maine, so in Oklahoma children may be transferred to another district if the home district does not have a sufficient number of handicapped children or cannot for some reason provide suitable facilities for them.

It shall be the duty of the State board of education to "prescribe the qualifications of all persons who teach physically handicapped children under the provisions of this Act," issue teaching certificates, and set up rules and regulations for the proper administration of the act. It is responsible also for the disbursement of State funds to defray the excess cost involved in providing special educational facilities up to $100 per year for each physically handicapped child. The total appropriation set apart for this purpose is $20,000 for each year of the biennium

Iowa

For some years Iowa had has a program of State aid for the special education of physically handicapped children in local communities, but it had no administrative plan determined by law. The legislative session of 1945 gave tangible form to the whole program by establishing a division of special education within the State department of public instruction, the duties of which are specified in detail in the law. The groups of children to be served were expanded to include all children "under 21 years of age" who are physically defective, emotionally maladjusted, or intellectually incapable of profiting from ordinary instructional methods, exclusive of those (such as the blind, the deaf, and the feebleminded) for whom special residential schools or institutions are provided. The specification "under 21 years of age" might indicate that the way is open in Iowa for the establishment of nursery schools for handicapped children. The annual school census, however, is required to report only handicapped children "of school age."

The Iowa law (H. F. 125), like the Oklahoma statute, is permissive. Local school districts *may* provide transportation, establish special classes, provide for special instruction in regular classes or in the home, prescribe social counseling and vocational counseling and training, and provide special facilities and equipment as a part of the school system. No minimum number of children is indicated as a requirement; neither is a maximum excess cost per child designated for reimbursement.

Presumably these matters are to be left to the division of special education, one of whose duties is "to adopt plans for suitable reimbursement, in whole or in part, of school districts for costs of carrying out programs of special instruction." Another is "to adopt plans for the establishment and maintenance of day classes, schools, home instruction, and other methods of special education for handicapped children." This division also is to establish standards for the qualifications of teachers, prescribe special curricula and methods, provide for certification of the eligibility of handicapped children by competent medical and psychological authorities, initiate the establishment of classes for handicapped children in hospitals and convalescent homes in cooperation with the management thereof and local school districts, and cooperate with other existing agencies concerned with the welfare of handicapped children.

In order to carry out the provisions of this act, the Iowa Legislature appropriated for each year of the biennium a total amount of $60,000. This is double the amount previously alloted in the departmental appropriations bill.

Ohio

Ohio, too, has long had a program for the special education of certain types of physically handicapped children in local day schools, in hospitals, and at home. In fact, the amount expended out of State funds for this purpose in 1943–44 amounted to more than a half million dollars. The division of special education in the State department of public instruction has administered the program which brought appropriate educational facilities to the deaf and hard of hearing, the blind and partially seeing, and to crippled children.

In 1945, the passage of Senate bill No. 65 extended the program both as to types of children served and types of services rendered. The most significant provisions are those which (1) include in the program "slow learning persons over the age of five:" and (2) permit the establishment of "child study, counseling, adjustment and special instructional services for persons over the age of five whose learning is retarded, interrupted or impaired by physical or mental handicaps."

In other words, slow-learning or mentally handicapped children, not hitherto provided for, are included in the State program; and the importance of counseling and adjustment services for all handicapped children is made a matter of record and State action. All questions relative to what constitutes a program of child study and adjustment and what its current operating costs may involve are by the law subject to the authority of the State superintendent of public instruction. State aid for such programs will be such "as the financial condition of the board of education and funds available to the superintendent of public instruction will permit."

State aid for slow-learning children is specified as "$750 for each approved teaching unit of slow learners, which in no case shall be comprised of less than 12 pupils, plus any cost for the transportation of nonresident pupils to such classes." An additional amount of $250 is to be paid for an approved teaching unit of such children which is "served by a teacher on circuit."

California

California is another State which for years has had an extensive program for the education of physically handicapped children. With a commission of special education constituting the supervisory force in the State department of education and with State subsidies to local school districts for the education of handicapped children amounting to more than a million dollars for the school year 1943–44, the program has served every type of physically handicapped child, whether in school, at home, or in hospital.

Yet, with all the services available, there has recently been a growing concern in California, as elsewhere, for the welfare of children suffering from cerebral palsy. This particular group of children, needing very special and very expensive care, has gone without adequate diagnosis and treatment, both medical and educational, that might make them more happily adjusted in their environmental situations. Accordingly, the California Legislature in 1945 enacted special legislation for the medical and educational care of children with cerebral palsy, with an appropriation of $954,000 to cover the work of the biennium. As a part of the program, there will be two additional consultants in the education of physically handicapped children attached to the State department of education. The State department of public health, which is the official State agency for services to crippled children, and the State department of education will cooperate in the development of some phases of the program.

Illinois

In Illinois one finds a whole series of bills enacted on behalf of handicapped children. Here, as in Ohio and California there is already a division of special education in the State department of public instruction. Instituting and supporting progressive measures is also the Governor's commission for handicapped children. Legislative activity has been intense and progress outstanding.

Senate bill 295 consolidates the entire State program of special education (which previously had operated under somewhat divided authority) under the general administration of the State superintendent of public instruction; it extends the minimum age for special education of *all* physically handicapped children from 5 years to 3 years; and it makes certain other improvements in the legal procedure to be followed in establishment of classes.

House bill 399 makes possible the addition of several specialists in the education of exceptional children for the staff of the State superintendent of public instruction, thus providing more consultation service to local school districts.

House bill 412 provides for the establishment of a hospital school for the care and education of severely physically handicapped but educable children. The institution as a whole is to be under the department of public welfare, but "the superintendent of public instruction shall have responsibility for supervision of the educational program offered by the hospital-school facilities to the same extent and in the same manner as he supervises the educational program of public schools in local school districts in the State."

Senate bill 333 is an administrative measure making appropriations for various purposes, including disbursements for special education. The total amount earmarked for the excess cost of the education in local school systems of (1) physically handicapped children, (2) truant, incorrigible, and delinquent children, and (3) mentally handicapped children is almost 5 million dollars.

Summary and Interpretation

These States are only 7 of the more than 25 which have on their statute books laws providing for the special education of handicapped children through day-school systems. They stand out in the legislative history of 1945 as making significant strides toward the realization of a complete program of special educational services in this field. No one would claim that the measures passed are flawless; but that they can achieve definite and desirable aims is sure. Certain common elements characterize all the legislation enacted; certain trends become more and more apparent. Among the most significant of these are the following:

1. Without exception the programs inaugurated or expanded in 1945 are the administrative responsibility of State education departments, and in every case but one a division of special education within the State education department has been created to give competent supervisory and directive services. This is of course as it should be. Special educational programs for handicapped children in public schools, hospitals, or at home are logically the responsibility of the same State and local educational agencies that carry responsibility for the education of all other children. Moreover, if the special services are to be wisely and effectively administered throughout the State, competent guidance and supervision must be available through a division of special education responsible to the chief State school officer.

2. In every case, the excess cost of educating a handicapped child is considered a legitimate charge against the State school fund and is made the basis for special State aid to local communities. The maximum amount of excess cost allowed by the State varies, but for physically handicapped children a standard of $200 per child for each school year appears to be gaining acceptance, with an additional allowance for transportation and boarding of nonresident pupils.

3. Most State laws relating to special education have a permissive character; that is, they authorize local school authorities to make the needed facilities available and grant therefor special State financial aid. Some *require* action if there is a given number of eligible children. The State's function in this field thus appears to be one of encouragement, leadership, general administration, advisory service, supervisory help, and financial assistance. The effectiveness of its program will be reflected in part in the extent to which local communities participate in it.

4. Increasing recognition is given to the educational needs of handicapped children confined to their homes, in hospitals, convalescent homes, and other institutions. Moreover, the severely handicapped who may need to spend most of their school days in a hospital school are also considered a part of the total population to be served. State programs of special education are beginning to reach out to

include *every* physically handicapped child, of whatever type or condition.

5. So also State programs previously limited to the physically handicapped are now reaching out to include the mentally and emotionally handicapped, who are equally in need of special educational facilities. No program is complete until it serves all children who have serious special problems of physical, intellectual, or emotional adjustment.

6. Increasing recognition is given to the need of an early beginning of education for handicapped children. The downward extension, by law, of the age of school entrance for the physically handicapped to include 3-year-olds is significant. Nursery school education can do much to help in the social adjustment of young handicapped children.

7. In keeping with the legal provisions for earlier school entrance is also the provision for counseling and adjustment services throughout the handicapped child's school life. All children need counseling and guidance, and the handicapped have very special adjustment problems which the school must help them to solve. The cost of the needed counseling is thus considered a legitimate expense of the special education program.

8. As the school entrance age for physically handicapped children is being extended downward by law, so the law also recognizes the need of extending special education beyond the elementary years. In every one of the 7 States considered in this article, the legal terminology used makes it clear that young people of high-school age may be served by the program.

9. There is growing recognition of the need of qualified personnel. Hence teacher-training facilities are becoming more and more a part of the program of special education set up by law, but the designation of standards concerning teacher qualifications, like other regulations for the program, are rightly left with the proper educational authorities.

10. Of first importance in any State education program is the need of adequate and continuing provision for the enumeration of handicapped children through the regular school census. Organization for special education cannot be effective unless the children whom it is to serve are identified. More and more, States are recognizing this fact and are setting up the proper machinery to find out who and where the children are for whom the program functions.

11. Cooperation among all existing agencies serving the handicapped is stipulated by law in an increasing number of States. Medical services, educational services, and social services for handicapped children are all interrelated. The most effective results can be secured when every agency recognizes the functions of all other agencies concerned and works in cooperation with them toward a total coordinated program.

Seventh Grade . . .

(*From page 2*)

lected more stories and took Indians as their special project. It was when the 1944–45 seventh grade started their work on a historical Dutch project that the North Salem Board of Education decided it would be an excellent thing to publish the stories collected by the three social-studies classes in a bound book also called *When Our Town Was Young.*

The material is grouped under such interesting chapter headings as: The Founding of North Salem, Among Our North Salem Pioneers, The Indians Our First Settlers Found, Early Life in North Salem, North Salem in the American Revolution, Early Farms and Industries in North Salem, Our North Salem Circus, Three Historical Tours of North Salem.

The boys and girls found that the older members of the community had information and documents which made it possible for them to learn the things that they wanted to find out. After studying the history of the first settlers in the light of present-day facts, the young people made the following observation, "Their (Dutch) sturdy honesty, their thrift, their self-reliance, their industry are part of our North Salem heritage."

The entire class visited two of the homes that contained furniture and utensils used by their ancestors during Revolutionary days.

The students interviewed the grandson of Hachabiah Bailey who exhibited his famous elephant, Old Bet, and from whom the people of North Salem probably got the idea of organizing their own circus. The young people tell many other significant facts of the town's early history that showed their interests, perseverence and capacity for work under skilled guidance in a cooperative enterprise.

Copies of *When Our Town Was Young* may be obtained for $2 from the Central High School, Purdys, Westchester County, N. Y. Profits from the sale of the book will be used to improve the school library.

High-School Acceleration for Veterans

Adjusting the school to the needs of the students is now a reality for veterans at the Benjamin Franklin High School in Philadelphia, Elmore E. Pogar, Educational Counselor for Veterans Education, Standard Evening High School, reports. Through the cooperative efforts of the Board of Public Education, the Veterans Administration, and the administration of the high school, a program providing for high-school acceleration was formulated.

The program is geared to the needs of the veteran. Training time provided by Public Laws 16 or 346 does not make the leisurely, typical high-school program attractive to a great number of the veterans, those who have little or no high-school education beyond tenth grade. Time, then, is their greatest need. Philadelphia is providing for satisfactory completion of a minimum of 30 clock-hours per course which will entitle the student to a half unit of credit. To accomplish this, subject matter has been stripped of nonessentials, class size has been limited to 10, and equivalent time outside of class work is required.

Typical academic high-school courses are offered. Since nearly all the men are prospective college students, the work is of college preparatory grade. The students select courses which will enable them to satisfy entrance requirements and prepare them adequately for their college work. Five classes per day meeting 1 hour each is a typical program. Gymnasium and other recreational activities are provided.

An independent staff of competent, sympathetic instructors has been assigned. Because of the necessity for guidance and testing, a full-time counselor is also a member of the staff. Administration is under the leadership of the assistant director for vocational education of the city of Philadelphia, and the principal, and the assistant principal of the Benjamin Franklin High School.

Health Needs of School-Age Children and Recommendations for Implementation

THE following statement of the health needs of school-age children and suggested ways for meeting them was prepared by a subcommittee appointed at a meeting of representatives of Federal governmental agencies whose programs affect the health of the school-age child.

The meeting, called early this year by Frank S. Stafford, Health and Physical Education Service, U. S. Office of Education, was attended by representatives of the U. S. Public Health Service; Committee on Physical Fitness; Children's Bureau, U. S. Department of Labor; War Food Distribution and Extension Division of the U. S. Department of Agriculture; Recreation Division of the Office of Community War Services; American Red Cross; U. S. Office of Education; Office of the Coordinator of Inter-American Affairs; American Association for Health, Physical Education, and Recreation—National Education Association; School Health Section of the American Public Health Association; and the National Organization for Public Health Nursing.

The purpose of the meeting was to exchange information, study needs, and make recommendations for future action. It was felt that there was special need for cooperative planning of the activities of the Federal Government in school health, including the existing programs, the planning of any extension of these programs, the formulation of over-all policies, and the establishment of regulations governing the administration of any funds that might be available.

A subcommittee was appointed to study and make a report on child health and fitness needs and to suggest methods of implementing programs which would meet those needs. Members of this subcommittee, which prepared the following statement, are Katherine Bain, Children's Bureau; Mayhew Derryberry, U. S. Public Health Service; George W. Wheatley, School Health Section, American Public Health Association; Ben W. Miller, American Association for Health, Physical Education, and Recreation; and Mr. Stafford, U. S. Office of Education.

The terms health, school health, or school health program used in this report include those programs designated at various times and places as health and physical education, health education, physical fitness, fitness program, school health program, school health services, healthful school living, hygiene, hygiene and sanitation, and health instruction.

(It is the intent of this report to give appropriate reference to the health needs of school-age children both in and out of school, but it seems advisable to omit discussion in the report of how the health needs of children who have left school should be met.)

Part I—A Statement of Needs [1]

Educators and health workers have for years considered the health of school children an area of prime importance to society. The draft findings of World War I and more recently the Selective Service findings of World War II have again focused the attention of the Nation on the health and fitness needs of school-age children. Those children 5 to 17 years of age composed 21.7 percent of the total population in 1942.

The schools, because of compulsory attendance laws, have contact with more of the children and youth for longer periods of time than any other public agency. No other agency except the home has such an opportunity to give them significant instruction and to develop child health. Less personal, less emotional, and in general more scientific than the home, the schools recognize social as well as individual values in conserving the health of children. It is here that children are first grouped together for long periods under supervision and that health changes may be first observed.

The schools are the universal agency whose unique function is education. They possess the leadership, facilities, and equipment for securing effective health outcomes during the most critical and formative period of learning. Yet America with such a strategic and universal agency as the schools has tended to oversimplify or neglect the health objectives in education. Health and physical fitness cannot be conferred by talk or sporadic and feeble efforts. Long term and constant efforts are essential. Economic factors, lack of availability of personnel and service, and lack of the kind of education that precipitates appropriate action reflect the inadequacies of past efforts.

The Selective Service findings reveal that many adults 18 to 36 years of age have physical and mental defects which prevent them from serving in the armed services of our country. The situation which concerns the Nation is that of the approximately 22 million men of military age, 40 percent, or between 8 and 9 million, of them are unfit for military service. Of the over 4 million rejected for military service, approximately 700,000 had remediable defects which were not remedied. It is reasoned that if those defects were detected early and treatment received, these men would not have been rejected. The table below is an illustration of the extent that these health and education defects are preventable and correctable. The expense and loss of time is tremendous.

Defect corrections by Army [2]

Dental work:	
Cases	14,600,000
Fillings	31,000,000
Bridges and dentures	1,400,000
Dentures repaired	196,000
Teeth replaced	6,000,000
Venereals inducted and treated	138,700
Hernia operations (1943)	25,900
Illiterates inducted and corrected June 1, 1943 to May 31, 1944	133,600

[1] Acknowledgment is gratefully made to S. S. Lifson, Health Educator, U. S. Public Health Service, District No. 1, New York, N. Y., for compiling the basic content incorporated in part I of this report.

[2] *Wartime Health and Education*—Hearings before a Subcommittee of the Committee on Educa-

Educational attainment is based on biological endowment and proper growth and development. Infections and physical impairments decrease the opportunity which a child has for optimum physical and educational attainment. Children attend school for 5 hours a day for approximately 175 days a year for 12 years. This is society's way of assuring that each succeeding generation will rise above the accomplishments of the preceding generation. The full benefits of the provisions of society can be realized only when children enjoy optimum health. For that reason, programs designed to assure healthy children have been inaugurated in the schools. They are concerned with health services, health guidance, health instruction, physical education, and recreation.

The preinduction or preemployment medical examinations of young draftees and of young workers and the close medical supervision received by members of the armed forces and to an increasing degree by workers reveal many neglected physical and mental inadequacies which could and should have been prevented or corrected in childhood. Similar findings in draft examinations in World War I led to a great wave of legislation intended to prevent this from again occurring by providing for medical inspection and physical education of school children. Studies of these efforts in the last 20 years have revealed again and again their inadequacy to prevent the conditions now being revealed. This report recommends measures to strengthen and supplement school health programs in order that children may have maximum opportunity to achieve their optimum growth and development and may know how to live healthfully.

Health needs of school-age children

What are the health and fitness needs of school-age children which must be considered? These needs may be defined as follows:

1. A safe, sanitary healthful school environment

This means:

Control of such environmental factors as heat, air, light, sunshine, buildings, grounds, noise, color, form, construction, water supply, sewage disposal, and play space so that they contribute to, rather than deter from, healthful school experiences.

An environment in which boys and girls are freed as far as possible from the conditions which produce unnecessary fear, anxieties, conflicts, and emotional stresses.

2. Protection from infections and conditions which interfere with proper growth and development

This means:

Adequate examination and inspection of pupils, teachers, and custodial personnel to detect communicable diseases as well as deviations which impair health.

An opportunity to receive necessary immunization and testing procedures.

3. An opportunity to realize their potentialities of growth and development

This means:

Adequate medical and dental care on the basis of individual needs as shown by examinations.

Adequate nutrition to assure well-nourished children.

Participation in a program of physical activity designed to develop organic power, strength, skill, agility, poise, and endurance, as well as ability to participate with others in games and sports which promote alertness, cooperation, respect for individuals and groups, initiative and a feeling of personal worth.

Participation in a recreational program designed to create interest in activities which develop talents making for wholesome living, and broadening the child's horizon of the world in which he lives.

A balance and rhythm in the child's daily life which is in keeping with his physical, mental, and emotional needs.

4. To learn how to live healthfully

This means:

An opportunity to learn and to make wise decisions, form health habits and attitudes based on scientific knowledge of health and disease.

An opportunity to make choices and assume increasing responsibility for one's own personal health.

An opportunity to acquire information and attitudes appropriate to the grade level about physical and emotional development, maturity, and patterns of social conduct which will contribute to the health of the individual and other citizens to insure wholesome family and community living.

5. Teachers who are equipped by training, temperament, and health not only to give specific instruction but also to help children to mature emotionally

This means:

Teachers not only prepared to teach but those who are also emotionally stable and adjusted, because the development of healthful personalities is dependent upon the relationships and attitudes which are built up between teacher and children.

Unmet needs

Federal, State, and local communities need to consider the following:

1. Safe, Sanitary, Healthful School Environment

No specific data are at hand to give an over-all national picture of the adequacy and condition of school buildings now in use. It has, however, been estimated that it will require a plant construction program costing approximately 3 billion dollars to compensate for postponed construction and to recondition, renovate, and repair existing educational plants. This 3 billion dollar estimate is only to catch up with the wartime lag in school plant construction and maintenance. It is further estimated than an additional 4 billion dollars will be required to provide adequate educational buildings, equipment, and grounds which will fully meet the environmental and educational needs of all children and youth.[3]

In its publication, *Education for All American Youth*, the Educational Policies Commission advocates a school plant which can serve the entire community for all ages.[4] The American Association of School Administrators in its publication, *Paths to Better Schools*, advocates the same principle.[5] That communities and States have a tremendous task ahead, if adequate school facilities are to be provided, may be seen from the 1941-42 report of the U. S. Office of Education. Of the 226,660 buildings reported in use, 107,692, or 48.4 percent, were one-room buildings. "The proportion that one-room schools constituted of the total in

tion and Labor, U. S. Senate, 78th Cong., 2d Sess., Pursuant to S. Res. 74. Part 5. Washington, D. C., U. S. Government Printing Office, July 10, 11, and 12, 1944. p. 1667.

[3] Hamon, Ray L. Senior Specialist in School Plants. U. S. Office of Education, Washington, D. C. (Unpublished statement.)

[4] National Education Association of the United States. Educational Policies Commission. *Education for All American Youth*, Washington, D. C., The Association, 1944. p. 366–67.

[5] ——— Twenty-Third Yearbook, American Association of School Administrators. *Paths to Better Schools*. Washington, D. C., The Association, 1945. p. 255–58.

1941–42 ranged from 6.3 percent in New Jersey to 87.3 percent in South Dakota. In 18 States more than half of all buildings in use were still one-teacher schools."[6] This does not mean that one-teacher schools contribute to ill health but it is indicative of the need for buildings that can serve all of the needs of the whole community.

2. Preventive Health Program

A health program in the school that is truly preventive must be such that conditions which impair the present or future health and fitness of the child will be recognized and prevented, corrected, or otherwise alleviated.

With respect to health service every school-age child needs:

a. Immunization against smallpox, diphtheria, and in some instances pertusis, tetanus, and typhoid.

b. Protection against exposure to such diseases as tuberculosis through examination of teachers and other personnel with whom children come in contact in school.

c. Dental care—examination and treatment of any dental abnormality.

d. Screening procedures for vision, hearing, and other defects and conditions.

e. Medical care—examination and treatment of any physical and mental abnormality.

f. Health supervision—while the child is in school, day-to-day observation by teachers for signs of good health or illness and protection from injury.

g. Mental health service.

h. Nutrition—to assure well-nourished children.

To achieve these goals the amounts of funds being expended are very inadequate.

In the 1941–42 report of the U. S. Office of Education, 43 States report expenditures for school health services. Per pupil expenditure for health services, for all children 5–17 years of age as reported amounted to 78 cents per year. This ranged from .018 cents in one State to $3.07 in another. Ten States reported per pupil expenditures of more than $1. Nineteen States reported expenditures of less than 50 cents per pupil.

Expenditures for education per pupil in average daily attendance ranged from $31.23 in Mississippi to $169 in New York, with the national average at $94.03. Expenditures for health services by State departments of education amounted to eight-tenths of 1 percent of the annual average educational expenditure per pupil.[7]

The figures covering expenditures for health service as reported by State departments of education do not give the complete picture. Departments of public health, both city and county, have for years provided some health services to school children. In a report by Mountin and Flook dated 1941[8] it is reported that in: 5 States, health departments have full responsibility for school health services; 1 State, the education department has full responsibility for school health services; 41 States, health and education departments jointly share responsibility; 3 States, in addition to education and health, some other State agency is interested in school health services.

Federal funds available to States for maternal and child health through appropriations under Title V, Part 1 of the Social Security Act, are used to promote and carry out school health services in many counties. In addition, States and localities contribute to the support of school health services. Funds available to the State health departments through Federal grants-in-aid for general public health purposes also contribute to school health service through the support of county health units.

The amount expended by public health agencies for school health services is not known, yet the evidence previously presented is indicative of how far short of our health goals we are for school children.

The most satisfactory progress has been in regard to protecting the child from those communicable diseases for which there are specific preventive measures. Increasing numbers of children are entering school already protected against these diseases and more schools are prepared to administer necessary protection to those who need it. Here legislative and health education activities have been largely instrumental in bringing about utilization of these protective measures. Rural areas and States without vaccination laws have made the poorest progress in the application of modern knowledge in the control of communicable diseases of childhood. This is one aspect of the school health program which will assume much less importance in time, as the community health services are able to reach all children during infancy and bring them to school already protected against certain diseases.

As one of the controls for communicable disease, teachers and custodial personnel should be X-rayed for tuberculosis prior to employment and at regular intervals thereafter. High-school students also should be X-rayed.

The most universal need among children is in regard to dental care. Surveys have revealed how widespread is dental caries among the school-age population, how rapidly untreated caries progress, and how costly and extensive is the repair work required to rehabilitate the neglected teeth of the adult. In some localities substantial sums of public funds are spent to examine children's mouths to find caries and little or no money is spent for corrective work. Dental examinations at present are of little use as a screening measure, since most children nced care.

After a complete dental care program for children is inaugurated and continuing care is provided, the annual or semiannual examination will need to be part of the program.

Three organs intimately concerned with the education of the child are those involved in seeing, hearing, and speaking. The adequacy of the sense organs and the environmental conditions that make for satisfactory functioning are, therefore, of special importance to school authorities. Prevention, case-finding and treatment facilities for these conditions are inadequate. In urban centers, vision testing and correction is a more widespread practice than detection and treatment of hard of hearing and defective speech cases. In rural areas,

[6] U. S. Office of Education. *Biennial Survey of Education, 1938–40. Vol. II, Chapter III.* Washington, D. C., U. S. Government Printing Office, 1940. p. 33.

[7] U. S. Office of Education. *Biennial Survey of Education, 1938–40* and *1941–42. Statistics of State School Systems. Vol. II, Chapter III.* Washington, D. C., U. S. Government Printing Office, 1942.

[8] Mountin and Flook. "Distribution of Health Services in the Structure of State Government." In *Public Health Service Bulletin No. 184.* Third Edition. 1943.

as a rule, there are no satisfactory arrangements to care for poor sight, hearing, or speech cases among school children. All three of these conditions require specialized medical service for diagnosis and treatment. On the other hand, case-finding can be done by tests conducted by nonmedical personnel. These tests are particularly important when the child enters school, but should be repeated at intervals.

The main purpose for the inauguration of medical examinations or "medical inspections" in the school was to detect physical defects. Forty or more years ago when medical inspection in the schools began, it was introduced as a case-finding procedure. At that time it was the best way to discover children in need of medical attention.

In a recent report by the Society of State Directors,[9] 41 States submitted answers to questionnaires stating that they all recommended physical examinations for students: "12 States, however, require such examination by law. Of these 12 States, 5 require the examination annually, 1 requires it every 4 years, and 6 require it every 3 years.

"Three of the twelve States report that students may be exempt from the examination for religious or constitutional grounds, and nine report that they may not."

Modern public health methods have led to the development of more satisfactory "screening" procedures than medical inspection to find cases of ill health. Examples are the Wassermann test, the tuberculin test, the paper or micro-film X-ray, the audiometer, the Snellen test, and others. All of these look for special conditions among population groups where the condition is known to be prevalent. Appropriate tests, such as the audiometer and the Snellen test, when properly used with school children make it possible to examine children frequently and efficiently.

Physicians and nurses well qualified in public health and education are needed to organize, supervise, and interpret such modern case-findings programs in the school and to secure additional diagnostic service and treatment for the defects discovered. In addition to such specific defect-finding tests to be done at frequent and regular intervals during the child's school life, provision must be made for thorough medical examinations of school children because the "screening tests" mentioned above are not a substitute for medical appraisal of the whole child.

But such an evaluation takes time and requires a skilled medical and nursing service. There must be opportunity for the physician and nurse to learn the history of the child, to look for physical and emotional abnormalities and developmental defects, to evaluate screening tests which may have been given, to plan with parents and teachers for necessary treatment and for adjustments at school and home. Medical examinations as described are at present rarely provided. If such complete examinations were made, fewer children would go through school with neglected health conditions, and more parents and children would have conviction about the value of health examinations. High-school students frequently have even fewer health services than elementary school children. Though the stresses and strains of this period are very great, often all that is provided is examinations for the students taking part in competitive athletics.

Studies of the reasons for failure to secure treatment of physical defects has shown that many children did not receive treatment because the condition was not accurately diagnosed. Perhaps the most conspicuous medical condition in this category is heart disease. This condition is the most serious disease among children of school age and yet measures for its accurate recognition and adequate treatment are not available to most school children. Diagnostic and treatment services should be provided to aid in the proper care of this condition.

Special medical facilities are needed also for many other medical problems of school children, such as malnutrition, orthopedic, hard of hearing, poor vision, and emotional abnormalities. In urban localities the problem may be solved by the mobilization and better utilization of existing resources. In rural areas it will be necessary in many localities to create the treatment facilities and provide adequately trained personnel.

Health services for school children require adequate medical and nursing skill in order to function properly. As a rule, schools in large cities have the services of both a physician and a nurse, although the ratio of nurses and physicians to pupils is not adequate to perform the desired functions previously mentioned. In rural areas where approximately 50 percent of the nation's children live, except for some medical inspection by health officers and local physicians, little or no medical service is available to school children. Public health nurses provide service, but this is not adequate in amount to maintain the necessary follow-up to secure treatment for physical and mental abnormalities. There are 845 of 3,000 counties in which there is no public health nursing service.[10]

Because they function in the schools, physicians and nurses must understand school methods and problems. For this reason and because of the specialized character of many of the physical and mental abnormalities associated with normal growth and development, physicians and nurses planning to engage in school health work need specialized training. Today this is difficult to obtain.

A key person in the school health service is the teacher. A major objective in school service is to provide for the day-to-day supervision of the child while he is in school. This is largely the responsibility of classroom teachers. But few of them are qualified either through preservice or in-service training to recognize the characteristics of normal, healthy children, or to detect the signs of illness or to utilize height and weight measurement, the school lunch, or vision testing as health teaching tools.

Supervisory medical and nursing personnel to guide physicians and nurses who render school health service is lacking in a majority of States. One State education department provides a supervisory physician and three provide su-

[9] Society of State Directors of Health and Physical Education. *Proceedings of the Nineteenth Annual Meeting.* News Bulletin No. 35, 1944.

[10] Federal Security Agency. A Report of the U. S. Public Health Service. *Total Number of Public Health Nurses Employed in United States, in Territories of Hawaii and Alaska, and in Puerto Rico and Virgin Islands for Years 1940–44.*

pervising nurses.[11] The extent and quality of such supervision are not known in those States where responsibility rests with health departments or is shared.

One other aspect of the preventive program must be mentioned. There is a growing realization among school health workers and persons interested in mental hygiene, that the school needs to look toward a program which will contribute in preventing behavior disturbances from occurring. Fifty percent of all hospital beds are occupied by individuals who were not able to cope with the realities of life. The need for educating youth to make adequate personal and social adjustments to glandular drives is generally accepted.

A realistic health program should include social hygiene education to insure mature, balanced individuals with sound moral standards and socially acceptable personalities. The school health service program if manned with professional workers experienced in child guidance could assist with this problem. The total number of trained psychiatrists in this country is small (3,000) and at present few are available to the civilian population. This need, however, must be met, and school administrators and health officers should plan for services in this important long-neglected area of school health.

Research in school health problems is at the present time virtually nonexistent. For example, little is known as to the reason for the annual increment of vision defects or variations in growth which occur among school-age children. Study of the contribution which environmental factors make to the health of school children should be made with as much vigilance and persistence as is done in the field of industrial hygiene.

Administrative studies of the most effective way to organize a program of instruction and service and to reach the goals described are greatly needed.

[11] U. S. Office of Education. *Biennial Survey of Education, 1938–40. School Hygiene and Physical Education. Vol. I, Chapter VI.* Washington, D. C., U. S. Government Printing Office, 1940.

3. An Opportunity to Realize their Potentialities of Growth and Development

Adequate medical and dental care

For many years school health services have been discovering defects in school children, but little has been done to correct these defects.

The Hagerstown study [12] showed that a relatively large number of the selectees who had been rejected because of certain defects already gave evidence of the same defects 15 years before as shown by school examinations.

From all available sources of information, estimates have been made of the number of children under 21 years in the United States with various physical handicaps. They are as follows: [13]

Orthopedic and plastic conditions		500,000
Rheumatic fever or heart disease		500,000
Major allergic disorders		4,000,000
Asthma	1,250,000	
Convulsive disorders (epilepsy)		150,000
Diabetes		35,000
Visual defects		4,000,000
Totally blind	15,000	
Partially seeing	50,000	
Refractive errors	9,935,000	
Hearing defects, impaired hearing, including deaf		2,000,000
Deaf	17,000	

In addition, it is estimated that at least three-fourths of all school children have dental defects.

Examination of youth of 14–17 years participating in National Youth Administration programs in 1941 revealed a startling number of conditions needing correction.

Number of specific recommendations for medical services and corrections for 100 examined youths, aged 14–17 [14]

Nature of service or defect	*Percent*
Dental care	74.5
Refraction	15.2
Glasses	12.2
Surgery on eye and annexa	.3
Tonsillectomy	15.1
Circumsion	3.8
Hemorrhoidectomy	.3
Hernia repair	.8
Other major surgery	.9
Other minor surgery	9.0
Hookworm	2.6
Minor nonsurgical procedures	6.0
Repeated medical therapy	2.4
Special diet (medical advice)	9.3
Study by specialist	9.3
Additional diagnostic procedures	11.5

Factors which prevent school children from receiving adequate medical and dental care are:

a. Inadequate and inappropriately distributed medical personnel and facilities.

b. Lack of desire for services.

c. Inability to buy services.

As reported to the Pepper Committee, "40 percent of the counties of the United States lack full-time local public health service. Many of the existing health departments are inadequately financed and staffed. Minimum preventive services under the administration of full-time local public health departments staffed with qualified personnel should be provided in every community.

"Data submitted by the Procurement and Assignment Service show that at the end of 1943, 553 counties had more than 3,000; 141 counties had more than 5,000; and 20 counties had more than 10,000 people per active physician in private practice. In addition, 81 counties, 30 of which had populations of more than 3,000, had no practicing physician."

Services of specialists are even more inadequately distributed. Of the 2,600 pediatricians in the country, 1,000 serve the 4½ million children living in the large cities, while to meet the needs of the 20 million children living in small communities, there are less than 100 pediatricians.

"The wartime shortages are merely sharper manifestations of the long-standing and steadily growing maldistribution described above. There is every indication that maldistribution will become even more marked after war unless effective steps are taken to reverse the trend.[15] There are indications that dental and nursing services involve similar problems.

"Good medical practice today requires a concentration of skilled personnel and equipment that is found only in good hospitals, medical centers, or group clinics.

"Whereas the national ratio of general hospital beds was 3.4 per 1,000 pop-

[12] U. S. Public Health Service. *Child Health and the Selective Service Physical Standards,* by Ciocco, Antonio, Klein, Henry, and Palmer, Carroll E. Public Health Reports. Vol. 56, No. 50. December 12, 1941. Washington, D. C.

[13] *Wartime Health and Education*—Hearings before a Subcommittee of the Committee on Education and Labor, U. S. Senate, 78th Cong. 2d Sess., Pursuant to S. Res. 74. Part 5. Washington, D. C., U. S. Government Printing Office, July 10, 11, and 12, 1944. p. 1857.

[14] Ibid., p. 1858.

[15] Ibid., p. 14.

ulation in the year just before the war, the ratio in such States as Mississippi and Alabama was less than half that. According to the Surgeon General of the U. S. Public Health Service, 40 percent of our counties, with an aggregate population of more than 15,000,000 have no registered hospitals. Many of the counties with hospitals have poor ones, even though they are registered."[16]

Family income definitely influences ability to obtain medical care. It is estimated that it takes approximately $150 per year to provide adequate medical care for a family. Fifty percent of the families in this country earn less than $2,000 per year, and it is evident that they cannot afford $150 per year without imposing hardship upon their families.

Medical services have to be available and readily accessible everywhere if people are to learn to use them and want them. In sections which have medical services, extensive educational programs need to be inaugurated so that people will learn how best to use these services. Even in areas that now have a reasonable degree of medical services, educational programs with the children and parents would help to see that these services were used properly.

The medical profession has long suggested that the after-effects of many of the so-called childhood diseases are more injurious to the child than the disease itself. School health workers and school administrators must become more conscious of this fact and explore ways of adjusting school programs so that they will not prevent a child from making a satisfactory recovery. It seems reasonable to suppose that many of the defects found in children can be attributed to a complicated recovery from seemingly unimportant infections.

Nutrition

Dietary deficiency diseases (scurvy, rickets, pellagra) in severe form are not so common among children as a decade or two ago, but they still exist, and mild forms of these diseases are prevalent among children of low-income families. Secondary anemia in children and pregnant women is usually related to a diet deficient in one or more respects. Data from recent studies compiled by the National Research Council[17] indicate that in some parts of the country as high as 72 percent of pregnant women and as high as 85 percent of children of early school age are suffering from secondary anemia.

Many more children suffer from general malnutrition than from any one specific deficiency disease. These children grow at less than the normal rate; their musculature is poor; they have less than average resistance to infections. That the effects of childhood malnutrition may be lasting is indicated by a study of the data from school health examinations of a selected group of young men rejected by Selective Service, for whom records had been kept over a long period of years.[18] The study showed that there was a definite association between the childhood state of nutrition and the development of defects that 15 years later disqualified the adult for Selective Service.

Children need enough of the right kinds of food if they are to achieve optimal development and maintain a high degree of health. Responsibility for nutrition rests with the home during infancy and the pre-school years, but later it is divided between the home and the school. Most children spend the noon hour at school, consequently the school should provide a complete noon meal, available to all children without discrimination. For children who must travel long distances or who require more food than is supplied through the usual number of meals, the school may need to provide supplementary midmorning and midafternoon nourishment. The serving of food should be an educational experience and should be accompanied by instruction that will enable children to choose the foods that contribute most to meeting their nutritive requirements.

Physical education

All children need physical activity if they are to achieve maximum growth and development. So that children may build organic power, strength and endurance, and learn how to use their bodies efficiently, physical education programs have functioned in some of the schools for many years.

The Society of State Directors of Health and Physical Education states that[19] "27 States reported having a law making physical education compulsory. (17 States with directors and 10 without directors): 5 States reported that physical education was compulsory, due to State board of education regulations.

"The requirement in regard to time allotment varies from two times a week to five times a week, and from 60 to 300 minutes." These data would indicate that State departments of education have not, for the most part, recognized the importance of incorporating physical education as one of the curriculum requirements for all children. Children in the elementary grades need a total of from 3 to 4 hours of physical activity daily.[20] Children in the junior and senior high schools need at least 60 minutes per day of physical activity adapted to individual needs and capacities within the school program and an equal amount after school hours. This is essential if the school program is to contribute to the attainment of a vigorous youth. Physical education programs should be conducted and supervised by properly trained teachers. Adequate space and facilities are also a requirement.

Recreation

If education builds for the assumption of responsibilities in adult life, consideration must be given to the recreational needs of children. Varied programs both in and out of school, under school sponsorship and in cooperation with other agencies, should be developed for children. Children need to learn through profitable experiences how to make wise choices in the use of their leisure time. This is both a school and a community responsibility and should be solved jointly.

School administrators must consider the schedule which is developed for children. Too often individual differences are overlooked and all children of one chronological age are made to fit the same pattern without due consideration being given to the needs of

[16] Ibid., p. 12.

[17] Ibid., p. 1858.
[18] Ibid., p. 1858.

[19] *Proceedings of the Nineteenth Annual Meeting.* Op. cit.
[20] *Paths to Better Schools.* Op. cit. p. 75.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

individual children. A school staffed with personnel who know the needs of children can be of immeasurable assistance in advising adjustments for particular children, and thus serve to prevent emotional disturbances and forestall impediments to the orderly growth and development of the child.

4. To Learn How To Live Healthfully

Schools in the past have placed great dependence upon health knowledge to motivate improved health behavior. This approach did not take into account the elements of the learning process, and we now find adults who failed to learn how to live healthfully while in school. The attainment of health is an individual responsibility for which children must be educated. The foundation for healthful living is based on scientific knowledge. The manner in which we acquire this knowledge, however, determines to a large measure, the degree to which it is utilized in our daily lives.

By using initiative, imagination, and the resources of the school and community, an alert teacher can expose children to experiences in which their knowledge will be tried and tested. Health is dependent not only on a balance between the physiological requirements of the body, but also on a balance between the emotional and thinking qualities of the child. Attitudes which build up unreasonable likes and dislikes, fears, repulsions, or overdependence all affect the equilibrium essential for the attainment of optimum health. The educational program should be concerned with the total child in relation to his needs and his environment.

The program for healthful living is not dependent solely upon what is done during the health education period. Since all experiences of the child condition his behavior, health education must be thought of as a product of a great variety of experiences in home, school, and community. The organization and atmosphere of the entire school has a bearing on healthful living. All teachers who come in contact with the child exert an influence which must be considered. Healthful behavior as revealed through daily habits is dependent upon the expression of scientific and intelligent attitudes which give a basis for self-education. Not only is the provision of opportunities basic for good health practices but actual pupil participation is essential.

Data regarding the programs of health instruction in the schools of the country are not plentiful. The Society of State Directors reports that:[21] "21 States reported that health instruction is given in the elementary school; 19 States reported that health instruction is given in the junior high school; 23 States reported that health instruction is given in the senior high school."

The amount of time devoted to this activity is not given nor are there data on the number of special teachers of health education employed in the schools.

5. Teaching Personnel

"Examination of health teaching practices from the standpoint of those who administer the schools reveals, in general, two apparent needs: (1) The need for specialists in health teaching fields, and (2) the need for a better health education background for teachers of all subjects."[22]

Kleinschmidt points out that teachers have not been prepared adequately to understand the health needs of children or how to meet them because:

a. School administrators have been slow to recognize the need for college hygiene programs;

b. Health instructors have not been well prepared;

c. There has been ineffective leadership in school health education;

d. School curricula are overcrowded; and,

e. Hygiene courses have been inadequate in regard to content.

He further comments, "Without suitably educated health instructors in charge of teacher-education institutions, it naturally follows that these institutions can neither prepare the ordinary classroom teachers in the elementary and secondary schools for their tasks as health educators, nor equip the health supervisor or health coordinator for leadership in the field."[23]

Another need to improve the teaching personnel is inherent in the compensation that they receive for their work. Salary schedules show that the average teacher's pay in 1941–42 was $1,441 per year, $1,955 in urban communities, and $959 in rural communities. "In the 14 Southern States reporting on this item for 1941–42, average salaries for Negroes ranged from $226 in Mississippi to $1,593 in Maryland, in comparison with a range for white from $712 in Mississippi to $1,796 in Delaware. In 6 of the 14 States reporting, the average salary for Negro teachers was less than $600."[24]

There is also the need to attract the kinds of individuals who are equipped to work with children. The physical, mental, and emotional status of a teacher is of more importance to the growth and development of children than the teacher's command of subject matter. If schools are to make a contribution in preventing the 1 in 22[25] of the 15-year-olds who will eventually find his way into a mental institution, the health and emotional stability of teachers should receive serious consideration. Fenton warns that, "The most serious hindrance to efforts along the line of mental hygiene in the schools is inadequate training and understanding of the average school administrator and classroom teacher."[26]

In summary, the most pressing needs in securing properly qualified teachers are selection of candidates for teacher education, preparation in the basic sciences, educational methods, certification that requires preparation in health and physical education and assures healthy teachers, adequate supervision, and adequate compensation.

[21] *Proceedings of the Nineteenth Annual Meeting.* Op. cit.

[22] U. S. Office of Education. *Opportunities for the Preparation of Teachers in Health Education,* by Earl E. Kleinschmidt. Washington, D. C., U. S. Government Printing Office, 1942. 117 p. (Bulletin 1942, No. 1) p. 11.

[23] Ibid., p. 14.

[24] *Biennial Survey of Education, 1938–40, and 1940–42,* op. cit., p. 37–38.

[25] *Wartime Health and Education*—Interim Report from the Subcommittee on Wartime Health and Education to the Committee on Education and Labor, U. S. Senate, Pursuant to S. Res. 74. Washington, D. C., U. S. Government Printing Office, January 1945. p. 2, 3.

[26] *Opportunities for the Preparation of Teachers in Health Education,* op. cit., p. 11.

Part II—Implementation

A picture of the health or fitness needs of school children has been drawn and data presented to show that the needs are not being met.

A program which effectively meets the needs of the school-age child is complex. This complexity results in part from the fact that the school-age child is subject to the concern and influence of numerous agencies, professional groups, and individuals who are interested, officially or unofficially, in programs which affect the health of the community in general and frequently the health of the child in particular. The two official agencies most likely to sponsor health programs for children are the State health and education departments.

Not all but many features of the community health program which affect the school-age child can be more easily and efficiently carried out while he is in school than is possible outside the school. These health activities *within the school* include examination, immunization, and follow-up leading to corrective services, plus the provision for a safe, sanitary, and healthful school environment.

In addition there must be services and facilities in the community. The teaching of health principles and practices and a well-rounded physical activity and recreational program are essential to a well-developed school health program, which in addition to other school activities should contribute to the best welfare of the school child. Since all experiences of the child condition his behavior, his experiences in the home, the school, and the community must provide opportunities for active pupil participation.

The joint and overlapping responsibility of the agencies involved can be seen if one will fill out the attached table.

An efficient, effective health program for all children of a community will result only when:

1. The public departments of health and of education as well as specialized personnel within each department agree to the principle of coordination of health programs for school children, including the health program of the community and the health aspects of school programs.

2. Each agency and profession respects the contribution of the others.

3. The agencies agree to an administrative plan which will promote the most efficient and cooperative direction of the several phases of the program and the supervision of the several types of professional workers.

4. The professional workers of each agency are permitted to perform services in their professional fields for the best interest of all children.

5. Sufficient funds become available to carry out the program.

The following specific proposals are made:

On the Federal Level.—The U. S. Office of Education, Children's Bureau, and the U. S. Public Health Service should form a committee [27] to plan cooperatively the activities of the Federal Government in school health including the existing programs, the planning for any extension of these programs, the formulation of over-all policies, and the establishment of regulations governing the administration of any funds that may be made available.

[27] Dr. Katherine Bain, Director, Division of Research in Child Development, Children's Bureau; Dr. Mayhew Derryberry, Chief of Field Activities and Health Education, U. S. Public Health Service; and Frank S. Stafford, Health and Physical Education Service, U. S. Office of Education have been appointed as such a committee by the administrators of the respective agencies.

On the State and Local Level:

1. Committees comparable to the coordinating committee on the Federal level should be established at the State and local levels between departments of public education and health. These committees may include representatives from professional educational institutions and other agencies and professional groups concerned with the health of the school child.

2. In the departments responsible for health instruction, physical education, and health services there should be qualified professional personnel such as physicians, nurses, and educators all of whom have been trained in school health.

3. A comprehensive program to meet the health needs of school children in any State should provide for:

(*a*) Development or extension of programs in teacher-education institutions to prepare administrators and teachers so that they can participate effectively in the school health program.

(*b*) Appropriate pre-service and in-service education for school health administrators,

Governmental responsibilities for the school health program

Program essentials	Responsible agency			
	Education	Health	Joint	Other
I. Safe, sanitary, healthful environment including:				
1. Grounds available for school and community				
2. Buildings available for school and community				
3. Janitorial service—adequate and functioning				
4. Time allotment for instruction, examination, recreation, and athletics				
5. Periodic inspection, repair, and remodeling				
II. School health personnel:				
1. Teachers trained in school and public health education—certification and salaries				
2. Specialists—physicians, dentists, nurses, teachers, and nutritionists				
3. Counseling and guidance				
4. Supervision				
III. Health service program:				
1. Pupil inspection and screening				
2. Periodic medical and dental examination of personnel and pupils				
3. Establish and maintain cumulative health and fitness records				
4. Correction of medical and dental defects				
5. Communicable disease control—X-ray, immunization, isolation, and quarantine				
6. School lunch				
7. Mental hygiene				
8. Adapted physical education (correctives)				
IV. Education for healthful living:				
1. Graded instruction in personal and community health and hygiene				
2. Graded instruction in physical education and athletic activities				
3. Participation in planned health activities and practices aimed at the prevention of disease and the formation of good health habits and attitudes				
4. Instruction and participation in recreational activities				
5. Instruction and participation in nutrition education				

teachers, nurses, physicians, dentists, nutritionists, and other specialized health personnel serving the schools.

(*c*) Adequate time allotment for health instruction and physical education of children and for their participation in solving individual and community health problems.

(*d*) Planning for construction and inspection of the school plant and its sanitary provisions and a planned program to insure and utilize a safe and sanitary school environment including transportation.

(*e*) Thorough school medical examinations including necessary immunization and laboratory procedures.

(*f*) Special testing programs and treatment as needed for abnormalties such as those of vision, hearing, and speech.

(*g*) Cumulative health records including record of nutritional status.

(*h*) A school lunch program developed as part of the total educational program.

(*i*) Dental care.

(*j*) Mental hygiene.

(*k*) Care for children with crippling diseases, especially rheumatic fever.

(*l*) Treatment as needed for other adverse health conditions.

(*m*) Demonstration areas for the development of improved techniques, to meet the needs with respect to the school health programs of the individual States.

(*n*) Organized program of parent participation and education.

(*o*) Health services for school personnel.

Additional References

Association for Childhood Education. *Healthful Living for Children. What are the Characteristics of an Individual Growing Toward Optimum Health*, by Rose Lammel. Washington, D. C., The Association, 1944.

"Preparation of Teachers for the Program of Physical Fitness through Health Education." *Education for Victory*, 1: 32, June 13, 1943.

Society of State Directors of Health and Physical Education. "Present Day State Programs in Physical Education." Committee Report by Ray Duncan. New York, April 1944.

Welcome to Reprint

Frequent requests are received by the U. S. Office of Education for permission to reprint material from the Office's periodical. This may be done without special permission. When excerpts are reprinted, however, it is requested that they be used so that their original meaning is clear.

Dental Programs in Local Schools

by Carl A. Jessen, Senior Specialist in Secondary Education

EARLY in 1945 the U. S. Office of Education was receiving descriptions of high-school dental programs under way in local school systems—county systems, city systems, and individual high schools. The mailing list for this study was built up through the cooperation of chief State school officers who had been asked by Commissioner Studebaker to supply the names of communities that had been especially successful in improving the teeth of high-school pupils. As a result of the canvass, reports were received from 36 of these selected schools and school systems in 20 States and the District of Columbia.

Four reported that they formerly had an effective dental program but that war conditions and especially the shortage of dentists in the community had forced discontinuance of school dental service. All of these indicated that they are looking forward to resumption of the service after the war. Among the remaining 32, several stated that school dental services had been much curtailed during the war.

Some of the programs are conducted by the schools, some by public health services, some principally by local dental societies. A notable feature about the descriptions of these effective dental programs is that the control of them apparently is not very important in the minds of those who prepared the reports. The services are the all-important thing; and those services are secured from whatever agency is in the best position to render them. The greatest success attends coordinated effort. For a highly effective program there must be wholehearted enthusiastic cooperation among educators, practicing dentists, and health authorities.

Dental Examination

An examination of the teeth of pupils is one of the foundation stones upon which these successful dental programs are built. All but three of the reports mention it. The three which make no mention of a dental examination are all of them concerned principally with correction of tooth defects among children who are unable to pay for dental care. Just how those needing dental care are identified is not fully clear from the reports of these three systems, but presumably pupils who can pay for dental care go to their family dentists and only those unable to pay for dental care are examined on time paid for by the school, the department of public health, or some civic organization.

In 7 of the school systems the examination is conducted by a school nurse or dental hygienist, in 20 by a dentist, and in the remaining 5 by a physician. Rather regularly the examination takes place once a year. Usually it includes all pupils, but in 2 schools it ends with the elementary schools and in 2 others with the junior high school. Three of the school systems rely entirely upon examinations by family dentists and 3 give the pupil the option of submitting a certificate from his family dentist or being examined by the school dentist.

Notice to Parents

A note to parents is a feature so recurrent as to be practically a constant in these programs. In cases where the reliance for examinations is placed on the family dentists the note to parents usually is of a type urging that the examination be conducted promptly. In the cases where the examinations are conducted by school or public health officials the note to parents takes on the character of a report of findings and an exhortation to action if tooth defects exist. Only six of the schools make no mention of a notice to parents and it may well be that some of these follow the practice but neglected to mention it.

Follow-up and Dental Education

Further follow-up is mentioned by many schools. Most frequently this follow-up is the responsibility of the dentist or nurse or physical education department. Two schools mention homeroom teachers as responsible for

the follow-up. In one community the PTA has interested itself in securing 100 percent corrections. In one school system there is a January follow-up to learn what corrections have been made since the fall inspection. In another school system a special check is made at the time of the annual dental inspection to discover what corrections have been made since the last previous inspection. Nine of the thirty-two schools mention that a report is sent to the school by the dentist making the correction; in one school this report comes from the parents.

Special education concerning the care of the teeth is mentioned by most of these selected schools. Some of this is classroom instruction usually as a part of health education. Frequently it includes also motion pictures, film slides, charts, models, plays, puppet shows, and assembly programs. Generally the instruction is for pupils in the schools; however, several of the schools feel that the instruction about dental health of growing boys and girls ought to reach the parents no less than the pupils; these schools develop their instruction on dental matters accordingly. Several of the programs have been in operation for 20 or more years and the community has become "dental conscious." In addition to the schools and the public health authorities, the PTA, the woman's club, the junior league, the nursing association, the local dental society, and the local dairy council are community agencies mentioned in one or more reports as having a part in developing or maintaining the dental program.

Correction of Dental Defects

With few exceptions reliance for corrections is placed upon dentists in private practice. In order to make the plan effective many of the school systems mention that pupils may be excused from school to meet dental appointments. In some communities dentists have agreed to reserve certain times, especially after-school hours and Saturdays, for appointments of school pupils.

Rather generally some sort of provision is made for dental treatment of pupils whose parents are unable to pay for the needed dental work. Of the 32 communities, 23 report that they make such a provision. School dental clinics of one kind or another supply dental service to indigent pupils in 12 communities of the 23. In 2 the public health department provides the service, and in 2 a welfare agency supplies it. Other agencies mentioned as operating the dental service for indigent pupils are the social service center, the variety club, the health unit dental club, and the university clinic. Usually the agency operating the service pays the cost of it; however, 2 of the clubs offering the clinics draw the funds from the community chest, and 2 of the school dental clinics are supported with funds supplied by the PTA. Three of the school clinics make nominal charges of 25 cents to $1 per sitting.

A County Program in Mississippi

Washington County, Miss., has a county-wide program for grades 1 to 12 made effective by thorough cooperation of the county health department, the schools, and the dentists of the county. Four schools in Greenville, the county seat, and four rooms in county schools achieved 100 percent corrections. A total of 781 pupils had their teeth cleaned and 438 home visits were made. These results were achieved through the following program:

1. Dental examination is made of all pupils who do not present dental certificates; a check on brushing technique is made of those who do have dental certificates.
2. Charted notices of defects are sent home to parents.
3. Home visits are made on cases where mouths are in very poor condition or where home care is completely lacking.
4. Teeth are cleaned for those whose gums are inflamed, bleeding, or sore.
5. Principals permit pupils to have dental appointments during study hall or gymnasium periods in the communities having resident dentists.
6. In communities having no resident dentist, notices are sent home to parents asking if they want the corrections made at school or if they prefer to have them made by the family dentist; the cost of treatment at school is indicated. Later a second notice is sent home advising parents of the date when a dentist from a neighboring town will be at the school.
7. A high-school pupil unable to pay for dental corrections may make arrangements with the principal to have his dental work paid for by funds supplied jointly by some local agency (usually the PTA) and the State board of health. Dentists also arrange to do work at reduced rates for families able to pay something but not in position to pay regular rates.

An Industrial Community In Southern Minnesota

Austin, Minn., follows the basic plan recommended by the dental health director in the State department of health. Under this plan each child in the school system from the kindergarten through the twelfth grade is given a card each year which he takes to the family dentist for an examination. The dentist indicates on the card what needs to be done, if anything, and signs the card, which is then returned by the student to the school. The cards are distributed throughout the school year but in only one school at a time. They come in three colors as do the teachers' record sheets—yellow for kindergarten, pink for grades, and blue for high-school students. The cards of each color carry an appropriate letter to the parents explaining the importance of dental health, and there is a statement to be signed by the dentist when the work is completed. Generally the dentist will give the examination free, but the student pays for his own dental care. Those who cannot afford to pay are given free care through a special fund.

With present shortage of dentists, it is impossible for those who remain in practice to take care of school children entirely in the late afternoons and on Saturdays. For that reason, children are sometimes excused from school to have dental work done. The dentists have cooperated very well in preventing the abuse of this privilege, and excuses from schools are signed by the dentist when the pupil leaves his office.

Educational projects are carried on for both parents and pupils just before the cards are distributed. Units on dental health, including tooth brushing, are presented in all of the kindergarten and elementary classes. In the junior and senior high schools the subject is presented through home rooms or through the teachers of subjects taken by all students. Special aids used include "Facts About Teeth and Their Care,"

"Your Child's Teeth," and "Teeth, Health, and Appearance." Last year for the first time extra educational material was sent to the parents along with the cards. Two schools used "How to Save Teeth and Money," and two schools sent a mimeographed letter.

The means of stimulating interest among high-school students have been varied. At different times, in addition to the teaching of formal dental health units, there have been assembly programs arranged by the local dental society, a speaker from the State board of health, films, and posters. Pupils from the public-speaking classes have appeared before student groups and a student council representative spoke over the public address system. There were also releases in the school and local papers.

A Mobile Dental Trailer In Louisiana

The Caddo-Shreveport (Louisiana) Health Unit and the Caddo Parish School Board jointly supply a mobile dental trailer fully equipped and staffed with dentist and assistant to make regular trips to the schools, public and private, throughout the parish. A plan is followed of rapid examination of all pupils. The findings are recorded and a notice sent to the parents. All those able to pay for the necessary dental service are referred to their family dentist for corrections. Those unable to pay are given treatment in the mobile unit.

A Follow-up Program In Kansas

In Kansas City, Kans., the president of the local dental society arranges the inspection schedule for dentists in the schools. This plan for examination works so well that the schools can give their undivided attention to the all-important problem of getting the student and his parents to realize the importance of dental corrections. Following are some of the methods used in arousing more interest in dental hygiene and thereby bringing about a greater number of corrections:

1. Written essays on the subject in English classes.
2. Oral essays in the speech and English classes.
3. Latest books and literature available in the library.
4. Emphasis on good teeth during Health Week.
5. Slogans posted from time to time on the school bulletin board.
6. Display of posters made in the school art department.
7. Films shown in the health classes.
8. Articles in the school newspaper.
9. Announcements in PTA meetings of results of dental program.
10. Excuse of students for dental appointments upon presentation of form card filled out by the family dentist.

A Well-established Program in Ohio

The Cincinnati public schools have had a dental service for elementary school pupils in operation continuously since 1911; dental service for high-school students was begun in 1941.

The service includes, in the first place, examination by the dental hygienist once each year. The examination is conducted carefully for the smallest defects, but it is purely a search for defective teeth; diagnosis and corrections are left to the family dentist. Dental conditions needing attention are brought to the attention of parents and a cumulative record is kept in the school showing the dental condition of the student from year to year. At the time of examination, comparison is made with the previous year's findings; thus a record is made of any work which has been done since the former examination.

Follow-up of health examinations, which include dental examinations, is carried on through the physical education department. Each physical education teacher has a record of the defects of every student in his classes and works for their correction in close cooperation with the nurses employed by the board of health. Reports are made to the nurses of all defects that have been corrected as well as of those that have not been corrected.

The first free dental clinic was established in Cincinnati in 1911. Last year over 33,000 operations were performed for nearly 4,000 patients. Eligibility for clinical treatment is determined by weekly income of the family in relationship to the number in the family.

Dental Program Widened

The American Dental Association early in 1943 established what has become known as the Physical Fitness Dental Program Committee. This committee during the past 2½ years has been active in promoting the cause of better teeth among high-school pupils, especially among those who soon would be in the armed services or would enter upon wartime employment. The membership of the committee, four from the Dental Association membership and two from the education field, has been as follows:

Leon R. Kramer, director, Division of Dental Hygiene, Kansas State Board of Health, Topeka, Kans., *chairman.*

Norman H. Denner, practicing dentist, Cleveland, Ohio.

Vern Irwin, director, Division of Dental Health, Minnesota Department of Health, Minneapolis, Minn.

J. A. Salzmann, practicing dentist, New York, N. Y.

Harold C. Hunt, superintendent of schools, Kansas City, Mo.

Carl A. Jessen, senior specialist in secondary education, U. S. Office of Education, Washington, D. C.

With the close of the war the Physical Fitness Dental Program Committee is widening its horizons to include all pupils in the schools and those of preschool age as well. The committee has also expanded its membership by the addition of two persons representative of parent groups and of the very young child:

Mrs. James C. Parker, Grand Rapids, Mich., National Congress Parents and Teachers.

Frank C. Neff, Kansas City, Mo., American Academy of Pediatrics.

In the article on *Dental Programs in Local Schools*, Mr. Jessen reports results of a study made by the Office of Education for the Physical Fitness Dental Program Committee. The specific programs described have been selected because they illustrate various significant practices and conditions with a minimum of duplication.

A Large City on the Atlantic Seaboard

In Baltimore, Md., the health service for high schools is operated under the educational authorities, while elementary school health service is the responsibility of the city health department. The high-school service provides an examination each year of each student in grades 7 to 12 by a school physician. Dental defects are reported to students and parents, and the regular follow-up to secure corrections is begun. The features, time-schedule, and sequence of the follow-up vary somewhat from school to school but fundamentally consist of:

1. Notification form sent to parents regarding defect. This is signed and returned within 3 to 5 days indicating contemplated action.

2. Conference of student with nurse 2 to 4 weeks after return of notification form.

3. If correction has not been started, a special letter is sent to parents, followed by a nurse-student conference.

4. During this time the teachers of physical education who are informed of all defects:

a. Urge students to have defects corrected.

b. May reduce marks in physical education because of uncorrected defects.

c. May refuse to allow students with uncorrected defects to play on teams. This is invariably done when a misplaced or decayed tooth may cause self injury in contact games.

5. Uncorrected cases are referred for special action to counselors, vice-principals, or principals.

6. Arrangements are made for some cases to go to dental clinics of the University of Maryland where the charges are nominal.

A Well-coordinated New England Program

In Holyoke, Mass., the dental program was developed through aggressive and well-coordinated cooperation of educational authorities, health officials, members of the dental society, the council of social agencies, and the woman's club. Preliminary work was done in meetings with teachers and pupils and through evening meetings with parents. Films were shown, radio broadcasts were arranged, posters were displayed, school assemblies were held, projects were launched in science, home economics, art, and speech classes. For a month prior to the issuance of dental cards to pupils, there was a daily 15-minute discussion on teeth, using materials supplied by the State department of health, the State department of education, and advertising departments of food and dental companies. Holyoke was made dental conscious.

The result was that when the cards were distributed, dental offices were swamped with requests for appointments. Within a 3-month period over 80 percent of the school pupils had been to their family dentists. In later years, the cards have been given out to one school at a time in order to distribute the dental work for pupils more evenly throughout the year.

By the end of the school year, the remaining 20 percent of the pupils had been examined. This resulted from the assignment by the president of the dental society of dentists to the various schools for the examination of these pupils. Also, by the end of the year 80 percent of the pupils had had defects corrected or had made appointments to have them corrected. This was brought about by careful follow-up under the direction of the physical education department. Interviews with individual pupils played an important part in this follow-up.

In recent years the cards have been given out by section teachers who are also responsible for checking on the return of cards. A primary objective of the Holyoke program is to establish the habit of regular visits to the dentist—a habit that will likely persist through life.

The chairman of the Holyoke dental program submits the following viewpoints growing out of his experience:

"1. There must be a good program in the elementary and junior high schools in order to have a good program in the senior high school.

"2. The superintendent of schools must furnish the spark to ignite the whole program.

"3. The principal of the high school must lend full-hearted support.

"4. Some delegated person of the faculty who is health-minded should be appointed to see that the program is capably administered.

"5. Section teachers must be impressed with the fact that in addition to their own subject which they teach, health is still the first cardinal objective of secondary schools.

"6. The local dental society must assume its responsibility and must be converted to the idea that there is an educational aspect of dentistry as well as a remedial one.

"7. Cooperation is the secret of success: Pupils, parents, teachers, principals, superintendent of schools, and dentists must each assume their respective obligations in the functioning of the dental program."

Feeding Nursery School Children

Teachers and parents are becoming increasingly aware of the importance of providing the foods necessary to meet the nutritional needs of children, especially during preschool and early school age.

Among recent publications which should be helpful to persons responsible for child feeding programs is a bulletin issued by the Division of Instruction, Alabama State Department of Education entitled *Feeding Children in the Nursery School.* It is to be used as a guide by teachers or parents in planning menus served in the nursery schools or at home.

The pamphlet contains helpful suggestions on meeting the nutritional needs of the child, encouraging good food habits, buying, storing, and preparing foods for young children, guides for menu planning, charts on size of portions, time table on vegetable cookery as well as other useful information. A large section of the bulletin contains recipes for quantity cookery which have been tested in the nursery schools in Alabama.

Members of the staff of the School of Home Economics, University of Alabama, and the Supervisors of Home Economics and Extended School Services of the Alabama State Department of Instruction participated in the preparation of this bulletin.

Copies of the bulletin (No. 3) may be obtained by writing State Department of Education, Montgomery, Ala. Single copies are 35 cents; in lots of 10, they may be purchased for 30 cents each.

Bibliography of Science Courses of Study

IN pursuance of the policy to issue from time to time bibliographies of courses of study received by the U. S. Office of Education Library, the second installment of a unit of science courses is presented. The first installment, appearing in the June 4, 1945, issue of "Education for Victory" listed courses of study in elementary school science; most of those here given are of secondary school grade. Helen K. Mackintosh, Specialist in Elementary Education, and Carl A. Jessen, Specialist in Secondary Education, prepared these bibliographies.

No generally accepted plan for classification of secondary school science courses exists; sometimes science courses for junior high school are grouped together, sometimes biological and physical sciences are issued separately, sometimes each science subject has its own separately issued course. Because of this situation no plan of classification has been followed except to make the list alphabetical by States.

Courses of study listed are not available for purchase from the Office and only those marked with an asterisk () are available for interlibrary loan from the Office Library. Requests for such loans should be made by the local library and should be addressed to the U. S. Office of Education Library, Washington 25, D. C.*

Secondary School Level

CALIFORNIA

56. San Diego County. *Science on the Secondary School Level.* Curriculum Department. November 1944. Mimeographed. 114 p.

The Bulletin opens with a discussion of the purposes of science and the placement of science subjects in the secondary schools (grades 7–14) of San Diego County. Then follow brief descriptions of science courses as taught in the several secondary schools of the county. Each description is developed under the following heads: 1. Main objectives. 2. Content of course. 3. Textbook used. 4. Principal supplementary materials used. Bibliographies of textbooks, workbooks, curriculum materials, and books for teachers of science close the bulletin.

FLORIDA

57. Florida. State Department of Education. *A Wartime Course in Physics.* Tallahassee, The Department, 1943. 125 p. (Bulletin No. 42.)

This course of study, as its title indicates, stresses wartime applications of physics. The "essential concepts" of physics are presented with some textual comment and frequent illustrations. Much of the laboratory work is based upon the physics principles present in the automobile engine; a considerable amount is based on other easily constructed laboratory apparatus; some of it requires more elaborate equipment. The course is practical in its viewpoint and rich in suggestion.

INDIANA

*58. Indiana. State Department of Public Instruction. *Digest of Courses of Study for Secondary Schools of Indiana.* Indianapolis, The Department, 1944. 247 p. (Bulletin No. 151.)

Deals with the principal subjects of the high-school curriculum. The science portion includes semester by semester suggestions on objectives, basic content, and teaching procedures for general science (grades 7, 8, and 9); biology (9 or 10); botany, zoology, and physical science (10 or 11); physics, chemistry, advanced science, and physiography (11 or 12).

*59. ———. *Guide for Teaching Applied Physics in Indiana High Schools.* Indianapolis. The Department, 1943. 145 p. (Bulletin No. 159.)

Deals with a full year of physics study, 14 units in the first semester and 12 units in the second semester. With each unit are to be found an outline of the content, demonstration and teaching suggestions, students experiments, and important relationships.

*60. ———. *The Indiana Plan for Emergency Physics in High Schools.* Indianapolis, The Department, January 1943. 53 p.

This is a one-semester course in physics designed to supply the most essential materials of high-school physics to pupils who are entering the armed forces or war industry. Week by week suggestions are given for demonstration, student experiments, and important relationships to be dealt with in this accelerated course.

MASSACHUSETTS

61. Malden. Malden Public Schools. *Course of Study in Science for Junior High School.* By Robert W. Perry, Director of Science. 1941. 129 p. Mimeographed.

Principally the course consists of detailed suggestions for teaching 18 general science units, 8 in the eighth grade and 10 in the ninth. While the terminology and treatment are suited to the nature of the unit, the following features are usually present: A considerable number of stimulating questions and statements drawn from everyday observation of scientific phenomena; suggestions for demonstrations in great variety, most of them with simple apparatus; ideas for pupil projects and reports; a list of the apparatus needed for carrying on the demonstrations; a list of references for teachers and pupils.

Courses of Study

The U. S. Office of Education Library is a depository for all types of courses of study from many States, cities, and counties throughout the country.

In 1938 the publication, *A Survey of Courses of Study and Other Curriculum Materials Published Since 1934*, Bulletin 1937, No. 31, was issued. This bulletin summarized course of study materials received through 1937. No follow-up study has been made from 1938 to the present time. In 1944 the Office of Education Library issued a request for courses of study from 1941 on. This fact determined the choice of the date, 1941, as the starting point for a series of bibliographies in curriculum fields that are of current interest to teachers and curriculum committees. These have appeared from time to time in *Education for Victory* and are continuing in SCHOOL LIFE through the cooperative efforts of the U. S. Office of Education Library and specialists in the various service divisions.

The listing of courses in any bibliography of this series will be limited to those received by the Library in response to its request for material, or those sent in voluntarily. Courses of the following types are not included: (1) those in outline form which constitute merely directions for work, (2) lesson assignments or outline based on a specific text or texts, (3) those consisting largely of quotations from various authorities or from course of study sources, (4) those which are not dated.

MINNESOTA

62. Minneapolis. Public Schools. *Handbook on the Teaching of Science.* 1941. 109 p.

For grades 7, 8, and 9, developed by committees of teachers, consists of 29 suggested units related to development of natural resources, conservation of human and natural resources, transportation, communication, home life, and health. Each unit is treated under the following heads: Overview, approaches, concepts, activities, evaluation, and bibliography. Many of the units also include lists of materials other than books needed for teaching the course.

MISSOURI

63. Missouri. Department of Education. *Natural Sciences.* Jefferson City, The Department, 1941. 486 p. (Missouri at Work on the Public School Curriculum, Secondary School Series, Bulletin No. 6.)

The course is developed in five sections: General science, biology, advanced physical science, chemistry, and physics. Each section contains a brief introduction and an extensive treatment of illustrative units in the science being studied. Each unit includes: A statement of objectives or purpose; a considerable treatment of such matters as content, problems, teacher procedure, and pupil or learning activities, including provisions for individual differences; tests for mastery; and references. Vocabulary is another feature which is rather generally found with the units. With most of them there is also provided opportunity for teacher evaluation of the unit.

NEBRASKA

64. Nebraska. Department of Public Instruction. *Physics and Mathematics for High Schools.* Lincoln, The Department, 1942. The Nebraska High School Improvement Program, Reports of Committees on Physics and Mathematics. 66 p. (Bulletin No. 6.)

The physics portion of the bulletin occupies 36 pages. Of 7 units in the physics course the first 3 are on the airplane, meteorology, and the internal combustion engine; the others are on electric power, electric communications, optical instruments, and sound in the air age. Each unit is developed under the following heads: Course outline, basic principles, equipment needed, reference material, and text assignments.

65. ——— ——— *Aviation for High Schools.* Lincoln, The Department, 1942. The Nebraska High School Improvement Program, Report of Committee on Aviation for High Schools. 83 p. (Bulletin No. 5.)

A revision and expansion of a bulletin published the preceding year and used as a basis for aviation courses by 150 Nebraska schools. Prepared by a committee of Nebraska educators, it offers suggestions for content of 11 units. Reading references, visual aids, and suggested activities are featured.

NEW JERSEY

66. North Arlington. North Arlington High School. *Science—Courses of Study, Grades 7–12.* 1942. Mimeographed.

In grades 7 and 8 the courses for each year cover 18 weeks work in general science and 18 weeks work in health. Beginning with the ninth grade, a year is given to each of the following: General science, biology, chemistry, and physics. For the most part the courses consist of content presented in outline form.

67. Tenafly. Tenafly Public Schools. *Course of Study—General Science.* 1944. 14 p. Mimeographed.

68. ——— ———. *Course of Study—Biology.* 1944. 5 p. Mimeographed.

69. ——— ———. *Course of Study—Chemistry.* 1944. 10 p. Mimeographed.

70. ——— ———. *Course of Study—Physics.* 1944. 12 p. Mimeographed.

The four courses of study were prepared by different teachers. Each contains a statement of objectives and an outline of the content of the course. The courses in general science, chemistry, and physics have bibliographies. The chemistry course includes a list of laboratory exercises and a typical lesson plan.

OHIO

71. Cincinnati. Cincinnati Public Schools. *Try-out Course of Study in General Science, Grade Nine.* 1943. 40 p. Curriculum Bulletin 101. Mimeographed.

72. ——— ———. *Course of Study in Biology, Grades Nine and Ten.* 1943. 105 p. Curriculum Bulletin 102. Mimeographed.

73. ——— ———. *Try-out Course of Study in Chemistry, Grades 11–12.* 1943. 263 p. Curriculum Bulletin 103. Mimeographed.

74. ——— ———. *Try-out Course of Study in Physics, Grades 11 and 12.* 1943. 75 p. Curriculum Bulletin 104. Mimeographed.

75. ——— ———. *Instructional Manual—Aeronautics and Navigation, Grades 11 and 12.* 1943. 70 p. Curriculum Bulletin 100. Mimeographed.

Three of the courses (general science, chemistry, and physics) are labeled as "try-out" courses; indications are, however, that the committees preparing them have been active for considerable periods of time.

Generally there are one or more chapters dealing with outcomes, objectives, methods, references, and general considerations relating to the science studied. Principally each course gives attention to the units which are to be taught. These are as follows:

General Science: 16 units, of which one is developed fully as a sample.

Biology: 10 units, each treated under outcomes, concepts, approaches, carrying on the unit, and references, together with a section under the heading "Emphases related to the war" where applicable.

Chemistry: 20 units in the first semester, giving with each unit outline, procedure, presenting the topic, demonstrations, and teaching aids and suggestions; 42 units in the second semester—14 on common elements and their compounds, 11 on chemistry of the individual, 9 on chemistry of the home, and 6 on chemistry of the community.

Physics: 7 units, with special emphasis on concepts and outcomes, safety practices, and outlines of the unit, including laboratory work and equipment.

Aeronautics and Navigation: The pre-flight courses are developed as a 2-year sequence: Aerodynamics, controls, engines, instruments, and meteorology are stressed in the first year; aerial navigation, including piloting, radio flying, dead reckoning, and celestial navigation are reserved for the second year. Extensive lists of books and visual materials are included.

76. Cleveland. Board of Education. *Course in Mathematics and Physics of Aeronautics.* 1942. 23 p. Mimeographed.

Outlines are presented for eight units of aeronautics study. A parallel column arrangement gives emphasis to the content in mathematics and physics courses which has especial bearing upon aeronautics.

77. Orville. Orville Public Schools. *Course of Study—Orville High School—Geography and Sciences.* 56 p. Processed.

The science part of the course of study gives a total of 48 pages to elementary science, physiology, nature study, general science, biology ,and chemistry; the first 3 of these are planned for grade 8, the remaining 3 for grade 9 and following grades. Objectives, scope of subject matter, supplementary activities, time allotments and grade attainments, methods, provisions for individual differences, and references are treated with each science subject.

OREGON

78. Oregon. State Department of Education. *Applied Physical Science.* Salem, The Department, 1941. 16 p. Mimeographed.

This course is designed for pupils who do not expect to continue their formal schooling beyond high-school graduation; it is conceived as a 1-year alternative to regular physics and chemistry courses. There are 6 units em-

phasizing the scientific features of modern machines, electricity and electrical appliances, light in modern living, and the contributions of chemistry to modern living. Since the course is regarded as tentative, criticisms by those who use it are solicited.

79. Corvallis. Corvallis Public Schools. *Curriculum Handbook, Grades VII–IX.* 1941–42. 116 p. Mimeographed.

Six pages are given to junior high school science. The units (11 in grade 7, 9 in grade 8, and 12 in grade 9) are listed very briefly. A feature of the course is the listing in a column parallel to the list of units the coordinated experiences in other subjects, such as English, art, music, mathematics, industrial arts, and so forth.

PENNSYLVANIA

80. Mt. Lebanon, Pittsburgh. *Mellon Junior High School Science Course* of Study—*9th Grade.* 1944. Unpaged. Mimeographed.

Outlines are presented of units on heredity, energy, matter, and sound for the first semester and on simple machines, light, and electricity for the second semester.

81. ——— ——— Mt. Lebanon Senior High School. *Course of Study in High School Chemistry.* 1942. 67 p. Mimeographed.

82. ——— ——— *A Course of Study in Physics.* 1942. 31 p. Mimeographed.

The chemistry course opens with a listing of objectives and then gives detailed outlines of content for 19 units with references for each unit. Similarly, the first half of the physics course consists of a statement of objectives and one-page outlines of 9 units. Significant are the suggestions for teaching procedures and for laboratory activities together with more detailed development of a sample unit appearing in the last 18 pages of the physics course.

83. Pittsburgh. Pittsburgh Public Schools. Department of Curriculum Study. *Aeronautics Course Outline of Topics from Aeronautics I–II with a List of Aids to Perceptual Learning.* 1943. 19 p. Mimeographed.

84. ——— ——— *Supplement to the Aeronautics Course of Study with a List of Aids to Aircraft Identification.* 1943. 20 p. Mimeographed.

Eight units in aeronautics are presented in outline form. A feature of the course is the extensive reference list of visual aids. The supplement on aircraft identification is complete as of the time of its appearance.

RHODE ISLAND

85. Providence. Department of Public Schools. *Course of Study in General Science, Grades 7–8–9.* 1943. 95 p. Mimeographed.

This course presents 17 units to be included in the general science work of grades 7, 8, and 9. Prepared by teachers and curriculum experts, each unit is dealt with under the following heads: Objectives, references, content, major problems, understandings, and suggested demonstrations. The course is rich in suggestion.

TEXAS

86. Orange. Orange Independent School District. *Tentative Course of Study in General Science, Chemistry, Physics, Aviation.* 1943. 189 p. Mimeographed. (Curriculum Bulletin No. 232.)

87. ——— ——— *Tentative Course of Study in Biology.* 1944. 60 p. Mimeographed. (Curriculum Bulletin No. 333.)

An introductory chapter and 4 additional chapters on general science (10 units), chemistry (13 units), physics (12 units), and aviation (7 units), make up this publication. Each unit is developed under the following heads: Desired outcomes, overview, outline of content, suggested activities, and bibliography. A course in biology (7 units) has the same characteristics as the other courses, but is bound separately.

UTAH

88. Utah. Department of Public Instruction. *Junior High School Science.* Teachers' Guide. Salt Lake City, The Department, 1941. 36 p. Mimeographed.

89. ——— ——— *Biology.* Teachers' Guide. Salt Lake City, The Department, 1941. 15 p. Mimeographed.

90. ——— ——— *Chemistry.* Teachers' Guide. Salt Lake City, The Department, 1941. 15 p. Mimeographed.

91. ——— ——— *Physics.* Teachers' Guide. Salt Lake City, The Department, 1941. 18 p. Mimeographed.

Together these 4 publications cover the science course of grades 7 to 12. There are 8 suggested units for grade seven, 9 units for grade eight, 10 for grade nine, 12 for biology, 12 for chemistry, and 9 for physics. Each unit is developed under the following heads: Purpose, generalizations, outline, suggested activities, and references. It is emphasized that the courses are to be considered as guides to teachers, not prescriptions. Consequently, instructors are urged to adapt the courses to local needs and conditions.

WASHINGTON

92. Washington. Department of Education. *Temporary Guides for the Junior High School Curriculum.* Olympia, The Department, 1944. 116 p. (Instructional Service Bulletin No. 14.)

The continuity of the science course through grades 7, 8, and 9 is emphasized by having the same units persist through two or more grades with content in advanced units based upon content already learned in earlier grades. Thus a unit on *What Science Is* runs through 7th and 8th grades; *The Earth Is a Part of a Great System* occurs in all three grades; *The Changing Surface of the Earth* appears in grades 7 and 8; and so with other units. Goals, suggested activities, and references are given with each unit.

Elementary and Secondary Levels

ARKANSAS

93. Arkansas. State Department of Education. *Nature Study and Conservation.* Suggested Instructional Units for Arkansas Elementary and Secondary Schools. Elementary Section. Bulletin No. XI. Arkansas Cooperative Program to Improve Instruction. Little Rock, The Department, 1942. 141 p.

This bulletin was prepared in tentative form at the University of Arkansas in 1940, was tried out in a selected group of schools in 1940–41, and was completely re-written in the curriculum workshop in 1941.

In the introduction, need of conservation, definition, objectives, legal requirements, organization, and scope of the course of study in natural resources are briefly treated. Helpful suggestions are offered for putting the program into action. An interesting chart shows the progressive growth of the conservation concept from preschool through adult life together with other ideas. Instructional units for primary grades include "Our Garden," "A Journey Through the Woods," and "Our Wild and Tame Animal Friends." Four instructional units are developed for intermediate grades. Units are developed with attention to objectives, setting, suggested approaches, suggested pupil activities that are practical and which should be successful, evaluation of pupil outcomes, and a bibliography including films as well as books.

The Appendix contains suggestions on how to conduct a field trip, directory of publishers, directory of agencies engaged in conservation activities.

94. ——— ———. Secondary Section. Bulletin No. XI. *Arkansas Cooperative Program to Improve Instruction.* Little Rock, The Department, 1942.

The first section of this course is similar to that for the elementary level. The second section is devoted to problems involved in putting a program of conservation into action. There are six instructional units suggested for the junior high school and six for the senior high school. The general plan of presenting these is similar to that of the elementary level. An appendix is included with the same content as for the elementary bulletin.

CALIFORNIA

*95. California. State Department of Education. *Aviation Education in California Public Schools.* Vol. 13, No. 5. Sacramento, The Department, 1944.

This bulletin combines reports of committees at the elementary, secondary, and junior college levels.

For the elementary school, there is a summary of recommendations followed by the more detailed statements concerning issues and problems, basic knowledge and understandings regarding relationships between aviation and other current problems; the organization, program, subject matter, materials of instruction, and training of teachers for aviation education.

At the secondary-school level in addition to items mentioned for the elementary level there are listed general objectives, discussion of courses in the science of aeronautics, services of State department of education, the flight-experience program, and pilot training.

MICHIGAN

96. Allegan. Public Schools. *Curriculum Guide for Allegan Public Schools.* 1943. 50 p. Hectographed.

This guide was prepared by committees composed of the entire faculty, and consists of a series of reports on the major subject fields. The report on science covers the entire field from kindergarten through 12. Following a brief statement of objectives there are presented a set of guiding principles for judging the suitability of activities, a statement on the importance of method, evaluations, recommended practices of instruction, suggested science activities for kindergarten and grades 1–3, a section on science instruction in grades 4, 5, , including general recommendations, list of suggested units, and a sample unit. The high-school outline of courses is developed in keeping with the elementary program.

NORTH CAROLINA

97. North Carolina. State Department of Public Instruction. *Science for the Elementary School.* Publication No. 227. Raleigh, The Department, 1941. 115 p.

Starting out with a discussion of the place of science in the elementary school, the bulletin then reviews practices in the existing program in the State. Objectives, generalizations, and concepts are discussed in relation to a balanced program based on the environment in which the child lives. A list of purposeful activities applicable to many situations numbers 45 items. A helpful section is devoted to suggested experiments numbering 38, with suggested sources of equipment and materials. There are suggested unit topics for each of grades 1–7 inclusive, usually 9 to 12 per grade, which are then developed briefly with references and essential understandings for each.

There is a list of inexpensive, reliable, science source materials and lists of references for teachers and children.

98. *A suggested Twelve-Year Program for the North Carolina Public Schools.* Raleigh, The Department, 1942. 293 p.

A brief section on science emphasizes plans for the eighth grade as the added year in a 12-year public-school program which has previously consisted of 11 grades. The list of suggested units is given for years I–VII. For the eighth year a series of 7 units is proposed which includes a list of essential understandings and suggested references. This course is designed to tie into the existing course in elementary science and to lead naturally into the science program for secondary schools, mentioned briefly in this publication, and in detail in a separate bulletin.

PENNSYLVANIA

99. Yeadon School District. Board of Education. *Course of Study in Science.* 1941. 28 p. Mimeographed.

This course is prepared for the guidance of teachers of grades 1, 2, 3; grades 4, 5, 6; junior high school; and senior high school. The builders of the course base their suggestions upon the premise that science is primarily a method of thinking which contributes to the development of the child.

The principal aims of science teaching, curriculum principles, science concepts, the scientific attitude, desirable social attitudes, types of activities, laboratory versus demonstration, solution of problems, pupil's notebooks, textbooks are discussed in a general way. A brief outline of content is given for each grade 1–12.

Functional School Buildings Emphasized

We may expect the schoolhouse of the future to be as functional as airplanes, mechanical refrigerators, radios, and electric clocks, Prof. William C. Reavis told the conference for executives of public and private schools meeting recently at the University of Chicago. "Functional classrooms, providing space for study and group instruction, constructive activities, committee work and audio-visual aids for groups and individual students, must replace the standarized classroom if the schoolroom is to keep pace with education."

The Chicago educator further stated that, "Planning and construction of a school building is a cooperative enterprise requiring the services of citizens, school patrons, teachers, school administrators, board members, architects, and specialists in education.

"The concept that the school is a community institution and should serve adults as well as children of a prescribed age during certain hours of the 5-day school week is now generally accepted.

"This concept has necessitated the enlargement of school sites, the provision of parking space, inclusion of rooms for multiple use, and special space facilities in some instances for the exclusive use of community groups."

At the same conference, Architect Lawrence B. Perkins stated that. "Gothic pinnacles had an engineering reason for being in the cathedrals of the 12th century. Today they merely add to the burden of maintenance. When we build today, we pour concrete and frame steel for plain functional buildings."

In order to assure the functional planning of community institutions as visualized at the Chicago conference, each educational plant must be tailored to fit the specific educational program to be accommodated. A functional building does not just happen. It is the result of long-time and careful cooperative planning by educators and designers.

It was emphasized that the *first step* in plant planning is the determination of the type, scope, and content of the programs of school and community services to be provided. The *second step* is to determine the location, size, and type of attendance or housing units, and to group these into economical and effective administrative units. The *third step* is the cooperative planning of individual projects in terms of the specific services to be accommodated and modern building materials.

Preparing Teachers and Leaders for Education of Veterans

THE following article is by Leland P. Bradford, Chief of Training, Federal Security Agency. The article was developed partially as a result of the Work Conference in Educational Programs for Veterans held last spring at the NEA headquarters, for which Dr. Bradford served as Analyst of the Committee on Adult Education. Dr. Bradford has since become Director of Adult Education Service of the National Education Association.

The problem of providing education for returning veterans, stimulated and encouraged by the GI Bill of Rights is upon us. Of the many million returning servicemen, well over two thirds cannot or will not attend colleges. They will return from the war certain that war is terrible and must not be repeated, but confused as to the many other issues upon which citizens must act. They were thrown into war before their education was completed and they will need educational assistance in adjusting to ways of peace.

The education of these veterans, to say nothing of millions of other adults who will face almost as great transition from war to peace, will require many teachers and leaders. There are now far too few such teachers and leaders properly prepared. Because the education of veterans is adult education, teachers of veterans must be trained in the methods of adult education. The veterans obviously will not return to sit in school with children and youth and to classes conducted by methods traditionally used with children.

Veterans will generally want part-time and evening classes covering a variety of subjects of immediate importance and use led by teachers skilled in working with adults.

Sufficient Competent Teachers

This, then, is the problem. All of the publicity and plans for veteran's education will be largely futile unless there are sufficient competent teachers to carry out the basic task of instruction and leadership. The training of teachers in adult education for veterans rests upon both teacher education and the local school administrator. But to a large degree initiation and furtherance of such training are responsibilities of the colleges.

The immediacy of the problem demands that planning for training be quickly initiated. It demands, too, that modern methods of training, as yet generally not used by colleges of education or local schools, be adopted to meet this problem. Such training should be developed on both a pre-service and in-service basis, and should be the cooperative function of both training colleges and the local schools.

In planning this training, certain cautions can well be kept in mind. Because the education of veterans is an immediate problem, the training of leaders cannot itself be a long-term process. Nor is this necessary. It is not a problem of preparing college students for a future occupation, but that of giving specific, immediate training to teachers or community leaders to adapt them to the teaching of adults. Again, such training need not and should not be broken into tight logical compartments. Instead of a sequence of units taught by separate specialists in the philosophy of adult education, curriculum construction, principles of adult education, psychology of adult education, techniques, etc., the emphasis should be placed on training leaders to conduct adult classes in the community.

Mutual Acceptance of Responsibility

The following suggestions contemplate the mutual acceptance of responsibility for training of teachers of adult education by colleges and local school systems, and the cooperative carrying out of this responsibility by both groups.

Many adaptations of such suggestions are possible and desirable.

Functions of the teacher-training institution

1. Arouse local schools to the problem of training of teachers of veterans. This may well be the function of the chief State school officer working in conjunction with the colleges. It may be done by letter or by conference or through the State educational association. A plan for cooperative training could be worked out in a conference or by committee, or could be presented by correspondence to local school officers.

2. Suggest criteria for the selection of local teachers and leaders for the teaching of veterans. The best teachers or potential teaching talent available should be selected. Second- and third-rate teachers will not do. Frequently members of the community experienced in certain areas of concern to the veterans will make superior teachers with a brief amount of training and will be interested in teaching one or more evening classes.

3. Develop short-course training of teachers. Such itensive pre-service training courses can be held either as on-campus courses, traveling institutes held for a period of a few weeks each in various sections of the State, or extension courses held once or twice a week over a period of weeks in various centers in the State. While the training of teachers of adult education should be carried on as a whole, certain aspects of adult education should be stressed.

These are:

(a) *Characteristics of adult education.* The education of adults is flexible, based upon the adult's interest and purpose, and not limited by prerequisites or a set curriculum; courses should have immediate goals and values; courses should be shorter in length; the adult student wants a share in the determination of the content of the course and the direction and conduct of the group; class materials are shorter in form and more immediate in content than the typical textbook; methods of rote learning and memorization are ill-adapted to adults in most instances; and the adult student expects his contributions to be received as the mature thoughts and opinions of an adult.

(b) *Discussion leadership.* A basic method of adult education is that of group discussion. Every teacher of adults should become highly adept in the art and skill of discussion leadership. Major emphasis in pre-service, as well as in-service, training of teachers should be placed upon this skill and the necessary belief in group

exploration rather than teacher-telling.

(c) *Curriculum construction.* Curriculum construction and adaptation is far more of a teacher's responsibility and continuous task than is true where textbooks are widely used, and where changes in courses are infrequent. The teacher of adults must develop the ability to build and continuously modify the course around the interests of the adult students. Because class materials in large part must be developed and secured to meet new problems as they arise, and because a wide use of visual aids will be needed and expected, curriculum construction is a continuous function of the leader of adult groups. A definite part of curriculum construction is skill in securing and developing class materials from current and community sources. Again, the competent teacher of adults is aware of community as well as individual problems and sets the course in the framework of community living.

4. Prepare suggestions and provide assistance to the local school administrator in establishing an in-service training program for teachers and leaders. Obviously the training of teachers will be adequate only when pre-service and in-service training program are closely geared together. Such assistance to the local school administrator should take the form of suggestions for training through periodic staff meetings, group projects and individual supervision.

Staff meetings should be more than the opportunity to conduct business and give orders. They should provide opportunities for the teaching staff, under competent leadership and administration, through group discussions and exploration to grow continuously as teachers of adults. Too frequently, courses in public-school administration and supervision for school officers have placed far too little emphasis upon the development of staff meetings and staff groups. The training of teachers of adults may help to underscore the fact that workshops need not be only annual occurrences held on a distant campus, but rather should be the basis of staff meetings.

5. Provide continuous assistance to the local communities. This may be done by arrangement with the local schools and the staff of the chief State school officer in which faculty members of the training institution make periodic visits to communities to be of assistance in the local in-service training program. Again, it may be carried out by visits upon invitation. Such invitations will be more freely extended as the pre-service and in-service training programs are worked out jointly by the training institutions and the local schools. In training of public-school teachers there has too rarely been any such mutual planning. Typically, the school of education plans the preparation of the prospective teacher and the local school merely accepts the result.

6. Prepare training manuals and materials for use in the local in-service training programs. Such materials may best be prepared by committees composed of representatives of teachers and administrators from various communities concerned with the problems.

7. Hold occasional conferences for administrators and leaders and acts as a clearinghouse for training ideas and program throughout the State.

Functions of the local school administrator

1. Conduct periodic staff meetings designed continuously to explore all aspects of the program of the education of veterans.

2. Establish working committees or groups of teachers to develop better methods, materials, course content, evaluation, recruitment and publicity.

3. Explore the use of community resources in developing the in-service training program. For example, community leaders in such areas as vocations, home living, parent education, etc., may well be asked to work with teachers concerned with these problems.

4. Institute a program of supervision which as a training device should be less concerned with minor points of criticism and more concerned with securing information about general problems and successful solutions to form a basis for periodic staff or training meetings.

The above suggestions obviously are in skeleton form. They serve, however, to point out that the problems of training of teachers and leaders for the education of veterans is a crucial one and can be solved only if both schools of education, the staff of the chief State school officer, and the local schools work together toward its solution.

Report from Santo Tomas

A recent communication received by Herbert Swanson, specialist in agricultural education, teacher training, U. S. Office of Education, from one of his former students at Iowa State College, describes life in an internment camp at Santo Tomas University in Manila. The writer, I. D. Butler, enclosed a pamphlet issued at the camp which began with these lines:

"After 37 long months, we celebrate our first day of freedom today (February 3, 1945) with the final departure of the Japanese from the city of Manila. and await with bounding hearts our own, our friends, our Allies."

Among other things, the pamphlet states that "a school of approximately 700 children and young people, from primary to college grades, operated with permission but no help from the Japanese and staffed by qualified teachers or by experts in technical fields, was conducted in spite of grave lack of classroom space and shortage of textbooks and stationery.

"A similar number of persons attended special adult classes until prohibited early in 1944."

The pamphlet indicates that as to food, "meat, milk, and eggs were totally absent"; while up to September (1944) inclusive, a gross daily average of one ounce of fresh fish per person was provided; also an average of two small bananas per person per month, and no citrus fruit at all. Green vegetables were almost all supplied by the camp garden."

Geographic School Bulletins

The *Geographic School Bulletins*, published by the National Geographic Society, were resumed for the 1945–46 school year on October 1, the Society has announced. Each of the 30 weekly issues will contain five articles and seven illustrations or maps.

The format of the bulletins is designed so that each article, with illustrations and suggestions for further reading, is a complete unit, detachable for separate filing, for bulletin board use, or for distribution to students in the classroom.

The bulletins may be obtained from the General Headquarters of the Society, Washington 6, D. C. Price is 25 cents for each subscription.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Public Health

Medical Care for Everybody? By Maxine Sweezy. Washington, D. C., American Association of University Women, 1945. 39 p. 15 cents, single copy.

Discusses the health needs of the country, barriers to adequate medical care and the extension of national health insurance; presents arguments for and against Federal health insurance. Contains questions for discussion and bibliography.

The Story of Blue Cross, On the Road to Better Health. By Louis H. Pink. New York, N. Y., Public Affairs Committee, Inc. (30 Rockefeller Plaza), 1945. 31 p. (Public Affairs Pamphlets No. 101.) 10 cents.

Describes the place of voluntary insurance plans in the health program. Reports that the public wants more health protection, doctor bills as well as hospital bills prepaid, preventive as well as curative service, and favors the gradual extension of social security.

High-School Dramatics

Dramatics Director's Handbook. Edited by Ernest Bavely. Revised Edition. Cincinnati 24 (College Hill Station), The National Thespian Dramatic Honor Society for High Schools, 1944. 67 p. Mimeographed. $1.50.

Designed primarily for those who are new in the field of high-school dramatics: suggests units and activities. Topics include: How to teach high-school dramatics; Organization of the high-school dramatics club; Standards for the selection of plays at the high-school level, and other pertinent information.

English Teaching

Children Learn To Write. Compiled by Fannie J. Ragland. Chicago 21, Ill., National Council of Teachers of English (211 West 68th Street), 1944. 78 p. (Pamphlet Publication No. 7) 50 cents.

Describes how the elementary classroom environment can promote good writing and shows how teachers may provide experiences that stimulate thought and reaction leading to a natural growth in organizing and expressing ideas.

The English Language in American Education. Prepared for the Modern Language Association of America, by Thomas Clark Pollock with the cooperation of William Clyde DeVane and Robert E. Spiller. New York, Commission on Trends in Education of The Modern Language Association of America (100 Washington Square East), 1945. 32 p. 25 cents.

Presents a statement of principles and objectives for English teaching on all levels from elementary school through college. Stresses the possibility of improving the English of the "nonacademic" students, suggests a practical approach to the problems of English teaching, and discusses a program for improved teaching of English and improved training of prospective teachers of English.

Guidance

Proceedings of the Tenth Annual Guidance Conference, Held at Purdue University, November 10 and 11, 1944. Edited by H. H. Remmers. Lafayette, Ind., Division of Educational Reference, Purdue University, 1945. 66 p. (Studies in Higher Education 52) 75 cents.

The papers given at the Conference dealt with a variety of guidance problems including wartime and postwar adjustments.

Education and the Public

Public Understanding of What Good Schools Can Do. By Robert S. Fisk. New York, Bureau of Publications, Teachers College, Columbia University, 1944. 86 p. $1.75

States that education must move forward through the cooperation of educators and the public. Suggests a program based on the thesis that once parents and the general public are aware of what good schools are doing elsewhere they will demand the equivalent quality of education for their own children.

Postwar Problems

Documents on American Foreign Relations. Vol. 6, July 1943–June 1944, Edited by Leland M. Goodrich and Marie J. Carroll. Boston, World Peace Foundation, 1945. 725 p. $3.75.

Includes official statements and other documentary material from July 1943 through June 1944 and is concerned not only with the prosecution of the war but also with such matters as international security, currency stabilization, production of food and problems of nutrition, and many other agreements bearing upon postwar problems.

Vocational Education

The Expansion of Vocational Education in Nebraska. By Harry E. Bradford. Lincoln, The University of Nebraska, 1945. 82 p. (Contributions to Education No. 22) 50 cents.

Presents the results of a study made for the purpose of assembling data which will be helpful in making plans for the postwar expansion of vocational education in Nebraska.

Recent Theses

The following theses are on file in the Library of the Office of Education and are available for interlibrary loan.

Reading

The Analysis of Kindergarten Children's Speaking Vocabulary in Relation to First Grade Reading Needs, by Elizabeth L. Enright. Master's, 1943. Boston University. 90 p. ms.

Constructs and evaluates tests for determining the relative knowledge of kindergarten children in each of the experience fields.

An Analysis of Mental Imagery in Children's Silent Reading, by Vida S. Clough. Master's, 1943. Boston University. 131 p. ms.

Attempts to construct a scale to measure the extent and degree of mental imagery in the silent reading of pupils in grades 4–6.

A Content Analysis of Selected Case Studies of Reading Disability, by Clarence H. Shultz. Master's, 1943. University of Cincinnati. 181 p. ms.

Presents case studies of 10 pupils in elementary school and describes methods used in overcoming their disabilities.

An Evaluation of Reading Devices Used in a Fifth Grade, by Vivian R. Sweeney. Master's, 1944. University of North Dakota. 65 p. ms.

Describes an experiment in which outline drill, recall drill, word drill, and extensive reading were used with 35 fifth-grade children in an attempt to improve their reading ability.

An Evaluation of the Effect of Specific Training in Auditory and Visual Discrimination on Beginning Reading, by Helen A. Murphy. Doctor's, 1943. Boston University. 216 p. ms.

Describes exercises for developing auditory and visual discrimination and their use with beginning readers.

An Evaluation of the Relative Appeal of Reading Assignments, by Catherine L. Lyons. Master's, 1943. Boston University. 50 p. ms.

Analyzes responses of 300 boys and girls to an interest test designed to measure their interest in various kinds of reading assignments.

The Historical Development of the First Grade Reading Program Used by the Sisters of Mercy in the Archdioecse of Cincinnati, by *Sister* Mary B. Tighe. Master's 1944. University of Cincinnati. 85 p. ms.

Traces the growth and development of the instructional program in first-grade reading from 1883 to date.

The Improvement of Reading Comprehension in a Seventh Grade, by *Sisler* Ursula Harmeyer. Master's, 1944. University of Cincinnati. 65 p. ms.

Develops a program for improving reading comprehension.

Marks of Readable Style: A Study in Adult Education, by Rudolf Flesch. Doctor's, 1943. Teachers College, Columbia University. 69 p.

Studies the language elements that influence comprehension difficulty in reading based on statistical experiment using reading test lessons and magazine articles. Develops a readability formula for use in estimating the comprehension difficulty of a given test.

Mechanical Methods for Increasing the Speed of Reading: An Experimental Study at the Third Grade Level, by Eloise B. Cason. Doctor's, 1943. Teachers College, Columbia University. 80 p.

Studies the use of reading materials marked to emphasize phrasing and material supplemented by sheets reproducing the selection with spaces between the phrases. Describes the use of the Matron-o-scope.

Motivation Through Basic Reading: A Study of the Motivational Content of Readers Used in Elementary Schools, by Ernest V. Estensen. Doctor's, 1943. University of North Dakota. 366 p. ms.

Defines economic, nationalistic, militaristic, international understanding, and religious motivations. Studies four sets of basic readers used in the elementary schools of the United States from 1930–1940, and compares them with the McGuffey readers, and with a series of basic Danish readers. Recommends that the readers of every nation be examined periodically to determine the trend of thought being developed in children.

Relationship Between Variations in Silent Reading Ability and Mental Ability, by E. Carlton Abbott. Doctor's, 1943. University of Pennsylvania. 117 p.

Describes an experiment conducted with 108 ninth-grade pupils in the Lansdowne, Pa., high school between September 1940 and June 1942, to whom an intensive and extensive reading improvement program was given. Indicates that their silent reading ability improved nearly twice the normal expectancy.

Visual and Reading Problems Affecting Individual Adjustment, by Earl A. Taylor. Doctor's, 1943. New York University. 200 p. ms.

Presents a new approach to the solution of the reading problem.

Courses of Study

The following courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by the Library, but those interested in copies should inquire of the school system concerned.

Alpena, Mich. Public Schools. *Course of Study—Elementary Grades.* 1943. 71 p. mimeographed.

East Greenwich, R. I. Public Schools. *A Game Program for the Elementary Schools.* 1944. 97 p. mimeographed.

Mamaroneck, N. Y. Public Schools. *The Language Arts Course of Study.* Union Free School District, no. 1, 1944. 65 p. mimeographed.

Orange, Texas. Independent School District. *Tentative Course of Study in Fundamentals of Speech.* 1944. 221 p. mimeographed. (Curriculum Bulletin no. 314)

Philadelphia, Pa. Public Schools. *Foods and a Balanced Diet; Science Helps us to Understand and Practice Better Food Habits.* 1944. 24 p. mimeographed.

Tenafly, N. J. Public Schools. *Course of Study—Library, Grades 1–6.* 1944. 6 p. mimeographed.

General Education in a Free Society

"General education! What's that?" may be the comment of some who open the Harvard committee report entitled *General Education in a Free Society*, recently off the Harvard University Press. President James Bryant Conant points out however, that "general education" was purposely used instead of "liberal education" and asserted in an early report to the Board of Overseers that "the most important aspect of this whole matter is the general education of the great majority of each generation—not the comparatively small minority who attend our 4-year colleges."

Following are a few brief excerpts from the report:

President Conant comments in his introduction that: ". . . the document represents a unanimity of opinion not based on compromise between divergent views. To one who has listened for years with considerable dismay to the educators and schoolmen belaboring the 'professors' and vice versa, this unanimity seems like the dawn of a welcome day.

"Neither the mere acquisition of information nor the development of special skills and talents can give the broad basis of understanding which is essential if our civilization is to be preserved."

"Unless the educational process includes *at each level of maturity* some continuing contact with those fields in which value judgments are of prime importance, it must fall far short of the ideal. The student in high school, in college and in graduate school must be concerned, in part at least, with the words 'right' and 'wrong' in both the ethical and the mathematical sense. Unless he feels the import of those general ideas and aspirations which have been a deep moving force in the lives of men, he runs the risk of partial blindness."

Quotations from other parts of the book are:

The theme dominant in the book are the words President Conant used to the Board of Overseers in 1943 in describing the purpose in appointing the Harvard committee—"The primary concern of American education today is not the development of the appreciation of the 'good life' in young gentlemen born to the purple. It is the infusion of the liberal and humane tradition into our entire educational system. Our purpose is to cultivate in the largest possible number of our future citizens an appreciation of both the responsibilities and the benefits which come to them because they are Americans and are free."

* * *

"Rigorous exactitude does not allow for continuity and change. In education, as in life, we cannot flee from distressing complexity and uncertainty to the cozy neatness and comprehensiveness of dialectic. Scholasticism gave modern civilization the vital principle of orderliness. But intellectual orderliness can, when misplaced, be fatal to either order or justice in the changing society that is our heritage and responsibility. What we can hope for in the teaching of the social studies is not a mathematical or logical precision, but rather an understanding based upon careful, even rigorous, study of some of the stubborn facts which have gone into the making of our social order, as well as a consideration of the theories and principles implicit in it.

"How can general education be so adapted to different ages and, above all, differing abilities and outlooks, that it can appeal deeply to each, yet remain in goal and essential teaching the same for all? The answer to that question, it seems not too much to say, is the key to anything like complete democracy."

* * *

"The education which seeks to promote active, responsible, and intelligent citizenship is ordinarily general rather than special education."

* * *

"Education is not complete without moral guidance and moral wisdom may be obtained from our religious heritage."

* * *

"We are at a turning point indeed in human affairs though we can do no more than guess what vectors may be needed to describe our spin."

* * *

"General education is the sole means by which communities can protect themselves from the ill effects of overrapid change."

* * *

". . . all men are neighbors now."

Library Service

To Develop Audio-Visual Programs

The public schools of Virginia are in a position to develop strong audio-visual programs, according to an nonncement by the State Board of Education, which points to a recent appropriation by the General Assembly of approximately $1,112,000, plus $100,000 for the production of films of distinctive natural resources and historic sites throughout the Commonwealth.

Authorized details of the program have been reported by the Board's director of school libraries and textbooks, who states that the funds appropriated are to be used for the purchase of maps, globes, charts, slides, films, projectors, and other teaching aids. It is understood that a major portion of the funds will be used for the purchase of films and film equipment.

Films are already made available to the public schools of Virginia by the State Board of Education through a central film bureau with regional and local branches.

Collection of Public Library Data

A Nation-wide collection of basic public library data is now under way by the Library Service Division, U. S. Office of Educatiou, designed to include all public libraries and to cover the 1945 fiscal year.

The present collection of public library statistics is the second in a new series of comprehensive surveys begun in 1938–39 by the Division in an attempt to secure a detailed report on size, support, and service from every public library in the United States, regardless of size. The responsibility of the Office for the collection and publication of public library data is not new. Beginning in 1875, the Office has collected periodically, statistics from selected public libraries along with similar data from society, school, and college libraries. Such statistics have been published in various forms by the Office covering the years 1875, 1884–85, 1891, 1896, 1900, 1903, 1908, 1913, 1923, and 1929.

Present plans of the Division include a series of periodic studies of specific types of libraries, including the collection and publication of basic data from school, college, and university libraries, as well as from public libraries. Carrying into effect this new program, the Office has published *Public Library Statistics, 1938–39* (Bulletin 1942, No. 4) and *College and University Library Statistics, 1939–40* (Biennial Survey of Education, 1938–40, Vol. II, Chap. VI). Now in press and due to appear shortly is the publication, *Public School Library Statistics, 1941–42.*

Division of Libraries Established

The enactment of legislation combining the various library activities of the State of New Jersey into a Division of Libraries of the State Department of Education under a qualified director is reported by the New Jersey Library Association in a recent *News Letter* as an outstanding result of its efforts during the past year.

According to the president of the Association, this legislation serves to recognize the public library as an educational institution with the need for professional qualifications in those who hold responsible library positions.

The legislative committee of the New Jersey Library Association, in its annual report, indicates that the new legislation may offer an approach to State certification of librarians, designed to strengthen their position in the public interest.

What American Boys and Girls Like

American boys and girls seek humor, adventure, and imagination in their reading, according to the American Library Association, which has completed a survey among representative school and public librarians to ascertain which children's books published in the last 5 years are most popular with youth.

The results of the survey indicate that youngsters still prefer good stories, regardless of the quality of writing. They like animal stories, books based on family life, and adventures of everyday boys and girls in America, with the scene laid in either the past or present. Books with a foreign setting do not appear to be a first choice with children. Many libraries report that first-hand reports from war correspondents are more popular with young readers than war books written especially for them.

The A. L. A. survey indicates further that children do not demand books right from the press. Their reading choices appear to be influenced by personal recommendations either from librarians or from other boys and girls. An author's popularity among boys and girls, once established, is said to last for some time, and some writers develop devoted followings of young readers who favor immediately any titles written by them.

"All Hands" Made Available

Librarians and teachers may be interested to know that *All Hands*, the Navy's general service publication, has been made available to the public at large. It is a monthly publication, fully illustrated, and covers subjects of general naval interest.

The response from copies of *All Hands* sent home by naval personnel has led the Navy Department to feel that this periodical may be of considerable interest to students and school libraries.

All Hands may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at a price of 20 cents per copy, or $2 a year by subscription.

Conferences for Extended School Service

The needs in extended school services are as varied as the children served. Thus the training needs of teachers are equally varied. To meet some of these needs in Alabama, a series of 2-week training conferences are being held. They are centered around special problems, and a small group of teachers are elected to attend.

Late last year, a general plan for the special conferences was worked out for the local supervisor, State supervisor, and the nursery school staffs of the

State colleges in a joint meeting. Recommendations had been sent in from teachers listing their specific needs in training. These recommendations were nsed in evolving the plan and determining which type of special conference would be held first. The opening conference was held at Alabama Polytechnic Institute. Attendance was limited to 15 and it was an orientation course for new nursery school teachers. Teachers who had had no previous training in nursery education were invited. The objectives of this conference were to develop with the group the purposes and philosophy of nursery education; to analyze teaching situations in nursery education; to gain some experience with play, art, and music media in nursery schools; and to observe in a well-planned nursery school.

The second conference, held at the University of Alabama, was centered around the problems of the head teachers, and only head teachers were invited. The objectives of this conference were to review the purposes of nursery-school education, discuss scheduling and program planning, suggest some aids in personnel and general management, do a job analysis, and meet special problems of individuals.

A third conference, held at Alabama College, took the form of a workshop. Teachers of nursery-school children were invited to attend. The college nursery school was at the disposal of the teachers under the guidance of the nursery-school director. The problems for this conference centered around room arrangement, care and arrangement of equipment, nutrition, parent contacts, health care, etc. The teachers were responsible for complete management of the nursery school under the guidance of the college director.

Two head teachers' conferences were held—one at the University of Alabama, attended by white teachers, and another at the State Teachers College at Montgomery, attended by Negro teachers. A similar plan as described above was used at these conferences.

Another conference centering around nursery-school methods, with particular help on activities and fundamental background of child development, was held at the University of Alabama. Teachers with limited training were invited. A workshop built entirely on a problem basis was conducted at the State Teachers College at Montgomery.

It is planned that two or more conferences will be held this fall and several in the winter terms. These will center around interests as they develop in the field such as music, arts, special problems of the school-age group, the 5-year-olds, parent education, nutrition, and care and repair of equipment. From time to time there will be orientation workshops for new teachers and head teachers' conferences.

"It is too early to evaluate this type of plan. We have tried large conferences and were not satisfied with the results. Small conferences built on special interests more nearly carry out the philosophy which we are trying to build," stated Lula Palmer of the Alabama State Department of Education, who gave the above report on the conferences.

Nutrition Workshop

Participants in the nutrition workshop held during the past summer at the Central Washington College of Education, Ellensburg, Wash., and cosponsored by the State department of public instruction and the college, were convinced that the elementary school must take the primary responsibility for strengthening and improving health habits, according to a report from the workshop.

Demonstration teaching in the second and fourth grades each morning gave concrete evidence that children in these grades, if given opportunity, can acquire and apply both the concepts and attitudes necessary for healthful food habits. It is at the elementary level that children are establishing health habits. By the time they reach the junior high school their habits of living are established to the extent that it is difficult to change them. Therefore, it is in the elementary school that nutrition education can best function.

The college and elementary teachers, supervisors and administrators, health workers and nutritionists present agreed on the following ways of enriching health teaching.

1. The study of food and its relation to health should be a part of school living and included in social studies, science and arithmetic work, and especially in the selection of food in the lunchroom.

2. Kits of teaching aids should be made available to superintendents for use in the elementary schools; these packets to include general materials for the teachers and additional packets for the children at the primary, intermediate, and upper-grade levels.

3. Nutrition should become an important part of the in-service training made available to teachers. School systems should be encouraged to offer short periods of intensive study and conferences where teachers may receive the help of specialists both in nutrition and elementary school procedures.

4. Nutrition should be an essential part of the required teacher-education curriculum. This curriculum should stress means of applying the knowledge and including such experiences as will make clear the importance of good food selection in child health.

5. The nutrition program should be based on the needs of the school as shown by physical examinations, observation, and other screening tests by teachers and nurses, diet records, and other health records. A school health council to consider these needs and plan ways of meeting them most effectively may well include an administrator, members of the teaching staff, a doctor and/or nurse, a lunchroom manager or cook, the custodian, and student representatives.

6. Instructional aids should be analyzed by each teacher for the specific learnings intended. After such aids have been employed for specific emphasis and followed by checks to show their value in relation to the purpose intended, the usefulness of these aids and suggestions for additional needed materials should be made known to those who produce them.

7. Parent participation is essential in the school health program to build the right attitudes and improve the health of the community. When parents and teachers plan together and realize that they are working toward the same goals the effectiveness is more than doubled. Newer concepts which the school presents and established habits in the family must be reconciled if good is to result.

In-Service Training for the Federal Prison System

by Homer T. Rosenberger, Supervisor of Training, Bureau of Prisons, Department of Justice

DURING the past 15 years many persons skilled in the techniques of educational organization have been called on by government and private industry to organize training programs for employed personnel. This emphasis on "in-service training" has presented to educators new and challenging opportunities.

Numerous units of government and industry are engaged in highly complex programs which may vary from year to year. In view of this fact, it has been recognized that general education and preservice technical training must be supplemented. It has also been recognized that a program of in-service training which acquaints the employee with the policies and procedures of the employing organization usually "pays its way."

Following is a description of the in-service training program of one Federal Agency, the Bureau of Prisons:

☆

In the field of penology the prison system is responsible for receiving prisoners committed by the courts. Through planned methods of "treatment" it is charged with the duty of returning such persons to the communities where they belong as self-supporting, respectable citizens, insofar as that is possible.

It is important in prison work to know how to meet and deal with persons. The individual who cannot do that will not make a good prison employee. The employee who enters the prison business finds it different from any other kind of undertaking, because experience in this field can be acquired only through on-the-job training. Some persons enter this work with the background of professional or technical experience necessary in certain phases of the treatment program, but regardless of their previous experience they must all learn the prison business.

The "attitude" of the employee who is to be responsible for the control and supervision of the inmates of an institution is important. In view of these circumstances the objective for which we strive in giving the new employee experience is to offer him an opportunity (1) to learn the general principles of institution management, (2) to participate in the technical procedure used by the six services—administrative, advisory, culinary, custodial, farm, and mechanical—operating in the institution, (3) to become acquainted with the policies developed for the control of the prison, and (4) to demonstrate that he is capable of maintaining the proper attitude of dignity, consideration, and tact in dealing with prisoners.

Generally speaking, the conventional approach to the training of prison employees is to offer lectures dealing with institutional management, classification of prisoners, and discussions upon psychology, education of adults, and the like. It is not often that a sufficiently consistent attempt is made to improve the "attitude" of a new employee, but unless the man who is to be responsible for the control and supervision of inmates of an institution either has or acquires the right attitude toward this type of work, training will be ineffective.

Some administrators believe it is desirable to train each group of employees to do only the particular part of the work with which they are identified. Under that method one group is concerned only with clerical work, another with the classification of prisoners, others with educational activities, parole, library facilities, and the like, while the majority of the employees are "guards." Then there is little opportunity for the exchange of personnel and each group establishes its own little island of prestige, frequently neither understanding the responsibilities and activities of the organization as a whole, nor exhibiting interest in things with which they are not directly identified.

In the prison business a cohesive, well organized, cooperative group of employees is necessary. A good training program must break down artificial barriers, make it impossible to create islands of prestige, and direct the efforts of all employees toward the accomplishment of the common objective for which the service exists.

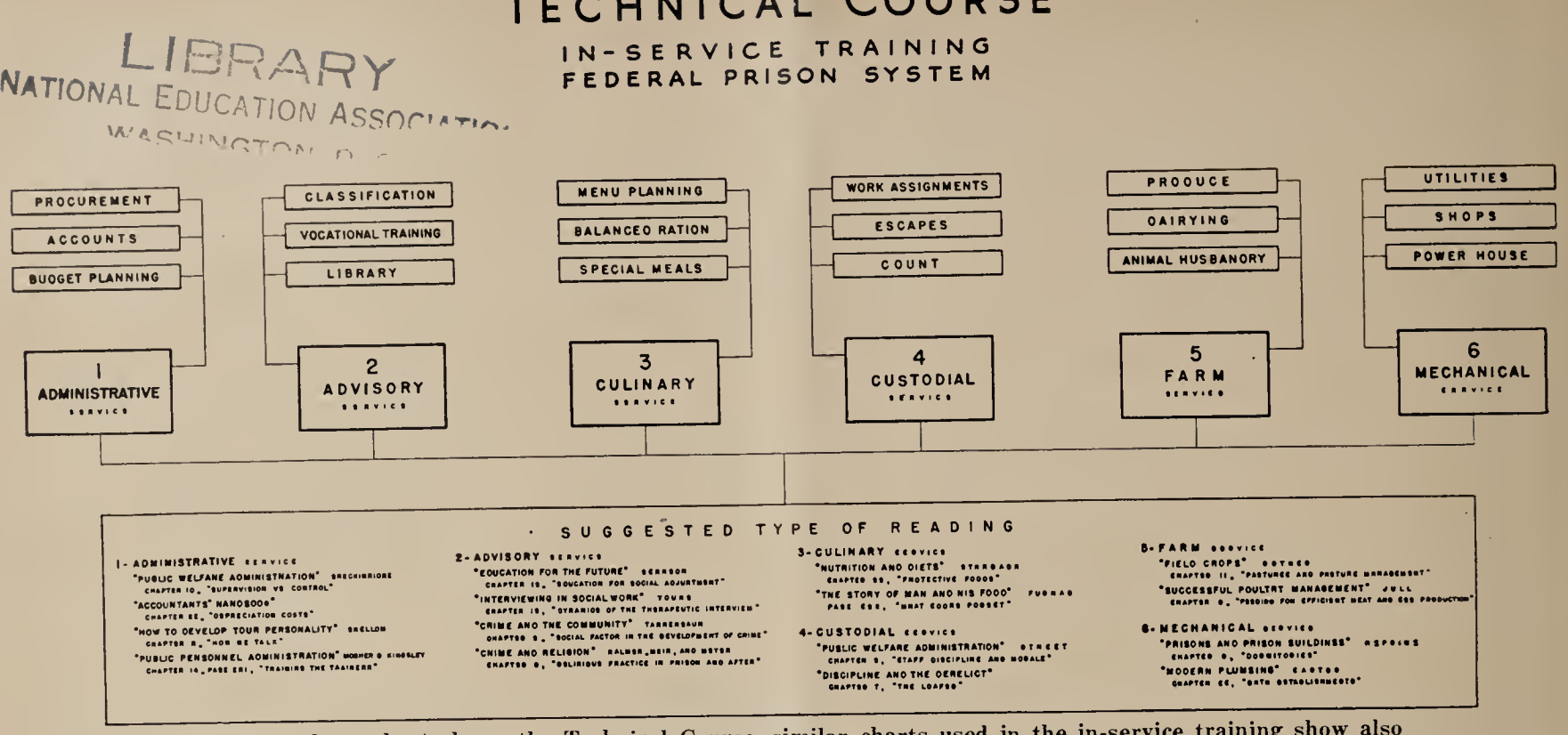
Supervision and Training of Prisoners is Primary Task

One of the peculiarities of prison administration throughout the country is that too many of the employees have been relegated to an unimportant place in the program. They are usually given the title of "guard," which in itself is significant, because it does not describe the responsibilities imposed upon the employee, and is generally associated with the idea of a "watchman" or a man "with a gun on his shoulder." In fact, this is the group of employees who come in daily contact with the prisoner, and their ability to supervise and counsel is an important factor in the success of the "treatment program," while their custodial duties are incidental although important. How could any business dealing in human relations be successful if only a few of the employees understood what it was expected they would accomplish? There is no such position as "guard" in the Federal Prison System, and in the leveling off process, necessary for the establishment of a career service, the recruitment of all personnel begins through the appointment of "correctional officers" at a common entrance grade, to be followed by training, placement, and promotion according to the demonstrated ability of the individual.

While it is true that prison employees must learn how to use firearms and must engage in a certain measure of physical training planned to give them a knowledge of defensive tactics, these undertakings are nothing more than incidental to their primary task which is the supervision and training of prisoners. The real objective is to help the new employee acquire the right "attitude," and to accomplish that end, while you help him learn about his daily work, you must give him the right perspective, and teach him what is expected of him as a prison employee by showing him how an institution functions.

The first step in the training of employees in the Federal Prison System is to acqnaint them with the responsibilities and activities of the various groups engaged in prison management. The

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.



While the above chart shows the Technical Course, similar charts used in the in-service training show also the basic course and the orientation course.

related functions of a prison are grouped as "services." As indicated previously, these services are referred to as the administrative, advisory, culinary, custodial, farm, and mechanical. While the new trainee is not assigned to the performance of actual duties, during the first week following his entry on duty he participates in the Orientation Course, to give him an opportunity to learn something about the environment in which he is to work and to become acquainted with the personnel responsible for the various services. This introduction to prison work is accomplished through lectures, tours of inspection, and daily group conferences, but no attempt is made at this stage of the training to outline studies or to assign the trainee to specific tasks. This course lasts 1 week.

Basic Course

The next step in the training is known as the Basic Course, in which the trainee acquires general experience in prison work. Lectures have a very small place in this course which consists in the main of on-the-job training, during which the functions of each of the six "services" represented in prison management are demonstrated. The trainees are given pamphlets descriptive of the work and they are assigned progressively to an instructor who explains and illustrates the task to be performed. When the trainee understands what is expected of him and has demonstrated on the job that he knows how to do that portion of the work to which he is assigned, he is for a short time given full responsibility for the performance of the job, with the instructor observing, counseling, and assisting him if needed.

When he has acquired a fair working knowledge of the job on which the training is given, the instructor submits a report using the standard efficiency rating form on which certain elements are indicated as having application to the work of the trainee. Definitions have been developed for each of the elements so selected in order that the report of the instructors may have some degree of uniformity. The trainee himself is expected to submit a narrative report explaining what he has accomplished and commenting upon the things he has observed in the course of his instruction. These two reports, prepared independently, go to the training officer.

The plan developed for on-the-job instruction in the Basic Course is intended to give the trainee information regarding the work to be performed by the prisoner, so that he will be better prepared to exercise supervision and will have more assurance when assigned to a job. After the instructor has coached the trainee and given him a background upon which to work, the trend of instruction is to develop his ability to supervise the prisoners who actually perform the work on the job. This plan is followed throughout the Basic Course until the entire field of prison work, as indicated by services, has been completed. At the end of the course the trainee will have worked under two instructors in each of the 6 services, and these 12 instructors will have reported on his work as a trainee. The trainee himself will have submitted 12 narrative reports respecting the jobs he has completed.

Development of Performance Tests

In prison work many different trades and professions are needed. Forty-five of these are recognized as essential to the accomplishment of many functions of prison administration. One feature of the Basic Course is the development of performance tests. When the trainee reaches the particular job for which he is potentially best qualified he is given a performance test, which is an actual demonstration of his ability to perform the task which would ordinarily be done by trained and experienced prisoner workers. Each performance test must be completed within a period of approximately 2 hours, and consists of the assignment of definite tasks which have been selected as best suited to demonstrate the ability of the trainee in professional, clerical, or mechanical work.

The standard efficiency rating sheet is used by the instructor in rating the trainee in accordance with definitions developed by the Bureau of Prisons. If he is successful in passing the performance test he is then assigned for 2 weeks to work in that particular service, and during that interval he ceases to function as a trainee, but is given regular duty assignments just as though he were a new employee assigned to that activity.

The Orientation Course requires 1 week for completion; the Basic Course, 14 weeks, including 2 weeks work assignment following the performance test. At the end of the 15 week interval, the employee is assigned to one of the six services representing the functions into which prison work is divided.

By that time, the trainee has had opportunity to learn how all the different departments of the institution function. Under the leadership of various instructors he has demonstrated his ability to supervise and deal with prisoner workers. Throughout the course of this training, emphasis has been placed on the maintenance of a proper attitude. No one group of employees can accomplish satisfactory results if they work independently. Responsible employees must know something about the problems and the methods pursued by other groups of employees. Promotion and advancement are earned in the service according to demonstrated ability to deal with prisoners and to cooperate with other units engaged in the administration of the prison.

Opportunity for Advancement

The Federal Prison System is not a place in which to "vegetate." An employee has opportunity for advancement, if he is interested and works upon his own initiative to improve these opportunities, and if through cooperation with others he renders substantial aid in the development of the treatment program. For the employees who have completed the Orientation and Basic Courses the Technical Course is developed. This consists of specialized instruction having application to the different fields of prison work. For example, the Technical Course developed for the employee in the Mechanical Service deals with the refinements of instruction and supervision in connection with mechanical trades and similar activities, and in its application to the treatment program deals with specialization in the education of adults, classification of prisoners, library science, and the like.

The Technical Course does not undertake to teach any employee a profession or trade. Instead it is developed for the purpose of showing an employee how best to utilize his profession or trade in the management and guidance of prisoner workers. As an incentive to employees who are interested but who do not have the professional knowledge or the trade skill, arrangements have been made with various colleges throughout the country to offer specialized courses. The employee who is able to do so may attend these courses. The employee who must supplement his knowledge while on the job has opportunity to participate in correspondence and extension courses.

New York City Public Schools

"Character training is the chief aim of New York City's public schools." With this statement, John E. Wade, superintendent of schools in New York City, opens his annual report for the past school year titled, *All the Children.* Description and activity photographs are utilized in about equal proportion to convey an understanding of the aims and achievements of the schools during the year. The following information is taken from the report:

Through retention of teaching positions in the face of small register and by appointment of additional teachers, an improved educational program provides for:

A further reduction in the number of oversize classes.

Additional small-size classes for slow learners and additional special classes for maladjusted children.

More remedial instruction.

More guidance service.

Increased services for physically and mentally handicapped children.

More playgrounds and recreational facilities.

Added provisions for extracurricular activities.

An enlarged program of health service.

Increased opportunities for adult education.

School-Home-Community Program

During the school year, supervisors and teachers have recognized the fact that they have a larger responsibility, one which extends beyond the immediate school environment. They are aware of the fact that their function includes an intimate relationship with the community which the school serves. Their ability to interpret the school-community relationships is quite as important in the development of the school program as their knowledge of school administration and the techniques of classroom instruction.

The following steps have been taken by supervisors in organizing this school-home-community cooperative program:

An over-all picture of the community of the school—health, safety, housing, and economic status—has been obtained.

A study of the educational, religious, recreational, and leisure-time activities has been made.

A survey of the deficiencies and lacks and the factors which mitigate against the community for normal, satisfying living has been undertaken.

A knowledge of the resources of the functioning social agencies — those which function on a city-wide basis and those which function to serve the immediate neighborhood of the school—has been secured.

Identification with the established local councils of social agencies, sponsored by the Welfare Council of New York City.

Participation in the activities of the coordinating councils of the police precincts.

Code of Behavior

The creation and adoption of a code of behavior by 83 junior high schools constitute a significant experiment in student democracy. School assemblies, classrooms, and student forums, were devoted to full and detailed discussion of the various articles in the Code and their implications for individual behavior.

U. S. Government Announces

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Family Contributions to War and Post-War Morale. Washington, U. S. Government Printing Office, 1945. 5 cents each.

No. 1. Suggestions for Using the Series. No. 2. Home on Furlough. No. 3. They Also Serve. No. 4. We Carry On. No. 5. First Days at Home. No. 6. Catching Up With the Children.

Statistics of City School Systems, 1939–40 and 1941–42. By Lester B. Herlihy and Walter S. Deffenbaugh. Washington, U. S. Government Printing Office, 1945. 103 p., illus. (Biennial Survey of Education in the United States, 1938–40 and 1940–42, Volume II, Chapter VII.) 20 cents.

Data on enrollment, school attendance, length of school year and days attended, pupil-teacher ratio, supervisory and teaching staff, salaries, sources of revenue, distribution of city school expenditures, expenditures per pupil in average daily attendance, school buildings and property investments, city school district bonded indebtedness, night schools, and summer schools.

Statistics of Nonpublic Elementary and Secondary Schools, 1940–41. By Lester B. Herlihy. Washington, U. S. Government Printing Office, 1945. 28 p. (Biennial Survey of Education in the United States, 1940–42, Volume II, Chapter IX.) 10 cents.

Data on approximately 70 percent of all private schools in the United States which are below the college level.

Training School Bus Drivers. Washington, U. S. Government Printing Office, 1945. 162 p., illus. (Vocational Division Bulletin No. 233.) 30 cents.

General considerations relating to the training of drivers and the operation of driver-training courses, and a suggested instructional program prepared by the American Automobile Association and the Trade and Industrial Education Service of the Vocational Division of the U. S. Office of Education.

The Place of Visiting Teacher Services in the School Program. By Katherine M. Cook, Washington, U. S. Government Printing Office, 1945. 46 p. (Bulletin 1945, No. 6.) 10 cents.

Develops briefly the objectives of and need for pupil personnel services and the place of visiting teacher work in school programs; includes a brief historical sketch of the development of visiting teacher services in school systems; gives basic information on such services in the school systems of cities of 10,000 and above in population in the United States; and summarizes certain conclusions which seem justified by the information collected.

New Publications of Other Agencies

U. S. Civil Service Commission. Library. *Arrangement of Public Administration Materials.* Washington, U. S. Government Printing Office, 1945. 120 p. 5 cents.

A scheme of classification developed to meet the special needs of the U. S. Civil Service Commission.

U. S. Department of Agriculture. Farm Credit Administration. Cooperative Research and Service Division. *Cooperative Possibilities in Freezing Fruits and Vegetables.* By Anne L. Gessner. Kansas City, Mo., Farm Credit Administration, 1945. Processed. 60 p. Free as long as supply lasts from Director of Information and Extension, Farm Credit Administration, Kansas City 8, Mo. (Miscellaneous Report No. 84.)

Discusses the technical problems involved in freezing foodstuffs, describes methods, and presents facts regarding the extent of the industry.

U. S. Department of Commerce. Bureau of the Census. *City Finances: 1943. (Cities Having Populations Over 25,000) Volume 3: Statistical Compendium.* Washington, U. S. Government Printing Office, 1945. Processed. 224 p.

Expenditure for schools and public libraries are included in these summaries. Previous 1943 reports in this series are: Volume 1, *Individual City Reports* (for each city having a population over 250,000); Volume 2, *Topical Reports* (on debt and expenditure).

U. S. Department of Labor. Bureau of Labor Statistics. *Occupational Data for the Counselors; A Handbook of Census Information Selected for Use in Guidance.* Prepared in cooperation with the U. S. Office of Education. Washington, U. S. Government Printing Office, 1945. 36 p. 10 cents.

A selection, summarization, and interpretation of material from the mass of census statistics, to supply a need of counselors and others who are helping young people and veterans to choose a vocation.

U. S. Department of Labor. Women's Bureau. *Negro Women War Workers.* Washington, U. S. Government Printing Office, 1945. (Bulletin 205) 23 p. 10 cents.

A story of the ways in which Negro women helped to bridge the manpower gap during the war period.

U. S. Department of State. *Papers Relating to the Foreign Relations of the United States: 1930.* Washington, U. S. Government Printing Office, 1945. 3 vols. Volume 1 (Publication 2229), $1.75, buckram; volume 2 (Publication 2330), $2.25, buckram; volume 3 (Publication 2319), $2.25, buckram.

Contains the diplomatic correspondence carried on with foreign nations during the year 1930. In volume 1, for instance, are the telegrams and reports on the London Naval Conference together with the text of the Treaty for the Limitation and Reduction of Naval Armament, signed in London, April 22, 1930.

U. S. Federal Security Agency. Office of Community War Services. Social Protection Division. *Danger Ahead.* Issued in cooperation with Surgeon General, U. S. Army, and Bureau of Medicine and Surgery, U. S. Navy. Washington, U. S. Government Printing Office, 1945. 4 p. folder. Free from Director, Social Protection Division, Office of Community War Services, Federal Security Agency, Washington 25, D. C., or the nearest Social Protection Regional Office.

Folder calls attentions to the need for continued social protection and presents a concise program for law enforcement for health, for social treatment, and for education.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON

U. S. GOVERNMENT PRINTING OFFICE: 1945

SCHOOL LIFE

Volume 28, No. 3 ☆ Official Journal of the U. S. Office of Education ☆ December 1945

CONTENTS

	Page
Research and Statistical Service	1
Conference Formulating Final Constitution	2
Adult Forums Consider World Cooperation	2
Navy Day Essay Contest	2
Study of Cumulative Records	4
Radio Progress to Date	5
Library Service	6
Back-to-School Campaign Reports	7
Terrain Model Building	9
Educators' Bulletin Board	10
International Exchange of Teachers—Legal Aspects	11
International Educational Relations	15
Students Plan for Peace.	
Slides of Other American Republics.	
Loan Packets on Inter-American Subjects.	
Educational Progress in China.	
Future Farmers of America	17
Cleveland Public Schools	18
Australia Today in Nursery-Kindergarten Education	19
Expenditures Per Pupil in City Schools	22
Teacher Development in Nursery School	24
Vocational Education — Interest Measurement	25
New U. S. O. E. Films Released	30
U. S. Government Announces	32

Research and Statistical Service

New Service Established for Planning and Directing Statistical Activities of the U. S. Office of Education

STATISTICAL reporting and statistical research of the U. S. Office of Education have been centralized in a Research and Statistical Service.

The new service is responsible for planning and directing all statistical activities of the Office. Among its operating responsibilities will be the preparation of all basic periodic statistics of education, such as the statistical chapters of the *Biennial Survey of Education;* the production of special statistical studies, both independently and in cooperation with various Office divisions such as Higher Education, School Administration, Elementary Education, Secondary Education, and Vocational Education; and the coordination and review of plans for securing information and statistical research studies of the Office.

Among service functions will be technical consultative assistance to administrative officials and specialists in the various divisions, and to school and college officials on research studies and investigations involving statistical method and the maintenance of record systems. An additional responsibility is one of directing and coordinating the use of noneducational statistical data which have a bearing upon educational problems under study.

The chief of the Research and Statistical Service is Dr. F. G. Cornell. The former Statistical Division has become the Reports and Analysis Section of the Service, with E. M. Foster as chief reporting statistician.

Conference on Statistical Research Functions

Commissioner Studebaker called together a group of educators to attend a conference on October 1–3, 1945, to define the statistical reporting and statistical research functions of the Office. The conference objective was, in large measure, to express concretely in the light of present conditions, the implications for statistical service in the basic law creating the Office of Education, which provides:

"That there shall be established at the city of Washington a department of education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country."—(14 Stat. L., 434.)

The discussion did not deal with spe-

(*Turn to page 3*)

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

SCHOOL LIFE

Published monthly,
except August and September

Federal Security Administrator
WATSON B. MILLER

U. S. Commissioner of Education
JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories"; to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems"; and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents each.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

Conference Formulating Final Constitution

As SCHOOL LIFE goes to press, a release from the Department of State indicates the members of the U. S. delegation attending the London Conference "to consider the creation of an Educational and Cultural Organization of the United Nations." The Conference convened November 1.

From the U. S. Office of Education, in addition to Commissioner Studebaker, who is held in Washington for the present because of duties here but who hopes to join the Conference for the latter part of its sessions as adviser, Harold Benjamin is attending as a technical expert. Dr. Benjamin has recently been appointed Director of the International Educational Relations Division of the Office. Commissioner Studebaker was a delegate to the Conference of Allied Ministers of Education held in London in the spring of 1944, which paved the way for the 1945 London meeting.

The purpose of the present Conference is to "formulate the final constitution of the proposed Educational, Scientific, and Cultural Organization of the United Nations."

Adult Forums Consider World Cooperation

What Does Dumbarton Oaks Mean to You? What Steps Have Been Taken Toward World Peace? What Can Such a Plan Accomplish? What Should We, As Thoughtful Citizens, Do?

These questions from a leaflet, *Which Way America*, formed the basis of discussion at two series of neighborhood adult forums on world cooperation held in Indianapolis, Ind., during the latter part of the past school year, according to a report by Al. J. Kettler, school publications consultant, Indianapolis Public Schools.

Seven school centers, widely scattered over the city, were selected for each series, making a total of 14, and each was the meeting place for patrons, neighbors, and friends drawn from 3 to 6 school districts.

The forums were set up under the direction of Emmett A. Rice, director of special youth services, and H. L. Harshman, assistant superintendent of schools in charge of extended school services, which includes the adult education program.

To aid the discussion groups, which were led in each case by heads of history or social-studies departments of the seven city high schools, the leaflet *Which Way America*, was prepared by Mr. Rice and a committee of social-studies teachers from the Indianapolis school system.

The leaflet is also being used by pupils in junior and senior high-school social-studies classes in connection with their study of world events. Copies may be secured from School Publications Consultant, Indianapolis Public Schools, Indianapolis 4, Ind.

Navy Day National Essay Contest

The Navy League of the United States is sponsoring an essay contest among high-school students "in order that they shall even now begin to think about the great problems which their generation will have to face in the coming years and become all the more conscious of the ways in which the United States Navy can help to safeguard the peace of the world," the announcement states.

The essay must be on the subject, "What the United States Navy Means to Me" and shall be between 500 and 1,000 words in length. The League will provide prizes of war bonds.

The contest opened October 27, Navy Day, and will close January 30, 1946. Details may be secured from Navy Day National Essay Contest Headquarters, Navy League of the United States, Mills Building, Washington 6, D. C.

Research

(*From page 1*)

cific procedures by which changes should be made, nor did it attempt to solve specific problems in individual fields, such as higher education, secondary education, and library statistics. The emphasis was upon broad principles which should guide the development and planning of this important feature of the service of the U. S. Office of Education.

Conference Attendance

Conferees represented a wide range of interests in educational statistics. Represented were various fields, such as higher education, school administration, rural education, and libraries. Representation included the consumer interested in using Office of Education statistics for purposes of research, and the consumer interested in facts for administrative purposes. Also represented were State and city educational officials, who contribute cooperatively in providing the Office of Education with statistical data, and specialists in treatment and production problems encountered in statistical studies in education.

Conferees were as follows: Francis Brown, American Council on Education; Julian Butterworth, Educational Administration, Cornell University; I. V. Chandler, Valley Point School, Dalton, Ga.; Robert B. Downs, director of libraries, University of Illinois; Frank W. Hubbard, director of research, National Education Association; Herold C. Hunt, superintendent of schools, Kansas City, Mo.; W. T. Middlebrook, vice president, Business Administration, University of Minnesota; Edgar L. Morphet, director of administration and finance, State Department of Education, Tallahassee, Fla.; John K. Norton, director, Division of Organization and Administration of Education, Columbia University; T. G. Pullen, Jr., State superintendent of education, Baltimore, Md.; Paul T. Rankin, assistant superintendent of schools, Detroit, Mich.; Douglas Scates, professor of education, Duke University; Wayne Soper, chief, Bureau of Statistical Service, State Department of Education, Albany, N. Y.; Bessie Stern, director of finance, statistics, and educational measurements, State Department of Education, Baltimore, Md.; Ralph W. Tyler, chairman, Department of Education, University of Chicago.

The conference was conducted under the chairmanship of Dr. Cornell. Additional members of the office staff representing the several divisions were: Henry Badger, Research and Statistical Service; Ward Beard, Vocational Division; David Blose, Research and Statistical Service; Ambrose Caliver, Higher Education Division; Ralph Dunbar, Library Service; Glenn E. Featherston, School Administration; E. M. Foster, Research and Statistical Service; Ben Frazier, Higher Education Division; James T. Gearon, Vocational Division; Rall Grigsby, School Administration; Lester Herlihy, Research and Statistical Service; Carl Jessen, Secondary Education Division; Elise Martens, Elementary Education Division.

Other personnel in the Federal Government cooperating with the Office in this work and who served as consultants were: Harry Alpert, Bureau of the Budget; W. E. Deming, Bureau of the Budget; A. Ross Eckler, Bureau of the Census; Harry N. Rosenfield, Federal Security Agency; Elbridge Sibley, Bureau of the Budget; Lewis B. Sims, Bureau of the Census; Joel Williams, Bureau of the Census; Thomas J. Woofter, Federal Security Agency; E. C. Wine, Bureau of the Budget.

Organization of the Conference

The agenda for the conference covered the following:

1. Questions of Purpose.—What are Office of Education statistics for?

2. Questions of Scope.—What should be included in the Office of Education statistical program?

3. Questions of Collection.—How should the Office go about assembling data for its statistical program?

4. Questions of Treatment.—What types of statistical treatment should be made by the Office of Education?

5. Questions of Presentation.—How should the Office of Education make its statistics available to the consumer?

The early part of the conference was devoted to a general discussion of the five aspects included in the agenda; then the conferees were organized into three working committees—one on purpose and scope, another on collection, and a third on treatment and presentation. Chairmen of the working committees were respectively, Dr. Norton, Dr. Tyler, and Dr. Scates.

A final session of the 3-day conference was devoted to a discussion of committee reports. Although general approval was reached on the principles proposed by the three working committees, it was agreed to review reports of the committees and the conclusions of the conference by means of an editorial committee consisting of Dr. Cornell, Dr. Morphet, Dr. Hubbard, and Dr. Scates. Activities of the conferees are to continue through the final review of the conference report to be prepared in preliminary form by the editorial committee.

Conclusions of the Conference

Although the report of this conference is not yet available, some conclusions reached were as follows:

1. Attention not only to the collection of basic information, but also to the development of fact-collecting programs requiring not merely collection of data but special research leading to the solution of many current national problems needing study.

2. Orientation of the Office of Education program of collecting factual information around major problems in such a way that those responsible for determination of policy may be assisted in that responsibility, and so that the problems may be evaluated by State and local school authorities.

3. Establishment of a plan for systematically securing continued advisory counsel of outside persons as a basis for planning the Office's statistical reporting and statistical research programs.

4. Introduction into the statistical program of scientific techniques such as sampling methods which should make possible with available resources a maximum of useful information with a minimum lapse of time.

5. Broadened conception of the program to make allowances for many consumers of educational statistics, not only students and administrators but citizens whose needs for facts on American education are fundamental in the American scheme of organization and support of education.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

6. Rescheduling of reports so that some types of statistics may be produced more frequently and others less frequently.

7. Cooperative program with States and institutions in strengthening the program of basic records and reports of schools, and facilitating the problems of collecting basic information from respondent units.

Study of Cumulative Records

Growth in the use of cumulative records by schools has increased at an accelerated rate during the last two decades. In order to render service to schools desiring information about such records, the U. S. Office of Education has gathered many samples of records used by schools and circulated these in answer to requests.

The Office has aided in the development of cumulative record systems for States through consultations in the field and through criticisms of newly constructed forms; and has developed and carried through various types of studies concerning the construction and use of cumulative records. Justification in this increased interest can be seen in the growth of the use of such records in the cities of the country, shown in the accompanying graph.

Office of Education publications in this field and the areas each covers are as follows:

Nature and Use of the Cumulative Record, by David Segel, Bulletin 1938, No. 3, Superintendent of Documents, Washington 25, D. C., 1938. 10 cents.

The first basic study of the types of cumulative records used in the United States. Records studied were from school systems having considerable experience with records and the study therefore shows above the average practice.

Minimum Essentials of the Individual Inventory in Guidance, by Giles M. Ruch and David Segel. Vocational Division Bulletin No. 202. Superintendent of Documents, Washington 25, D. C., 1940. 15 cents.

One of the first attempts to describe how a record of pupil appraisal—especially tests and measurements—should be brought together in order to have a good description of the individual aptitudes, achievement levels, and interests. Emphasizes the use of the items in a cumulative record rather than the development of the record itself.

List of Cities and Counties Using Cumulative Records. Compiled by David Segel. U. S. Office of Education, Miscellaneous Publication, 1941. May be obtained free from the Office of Education, Washington 25, D. C. Only a small supply is available.

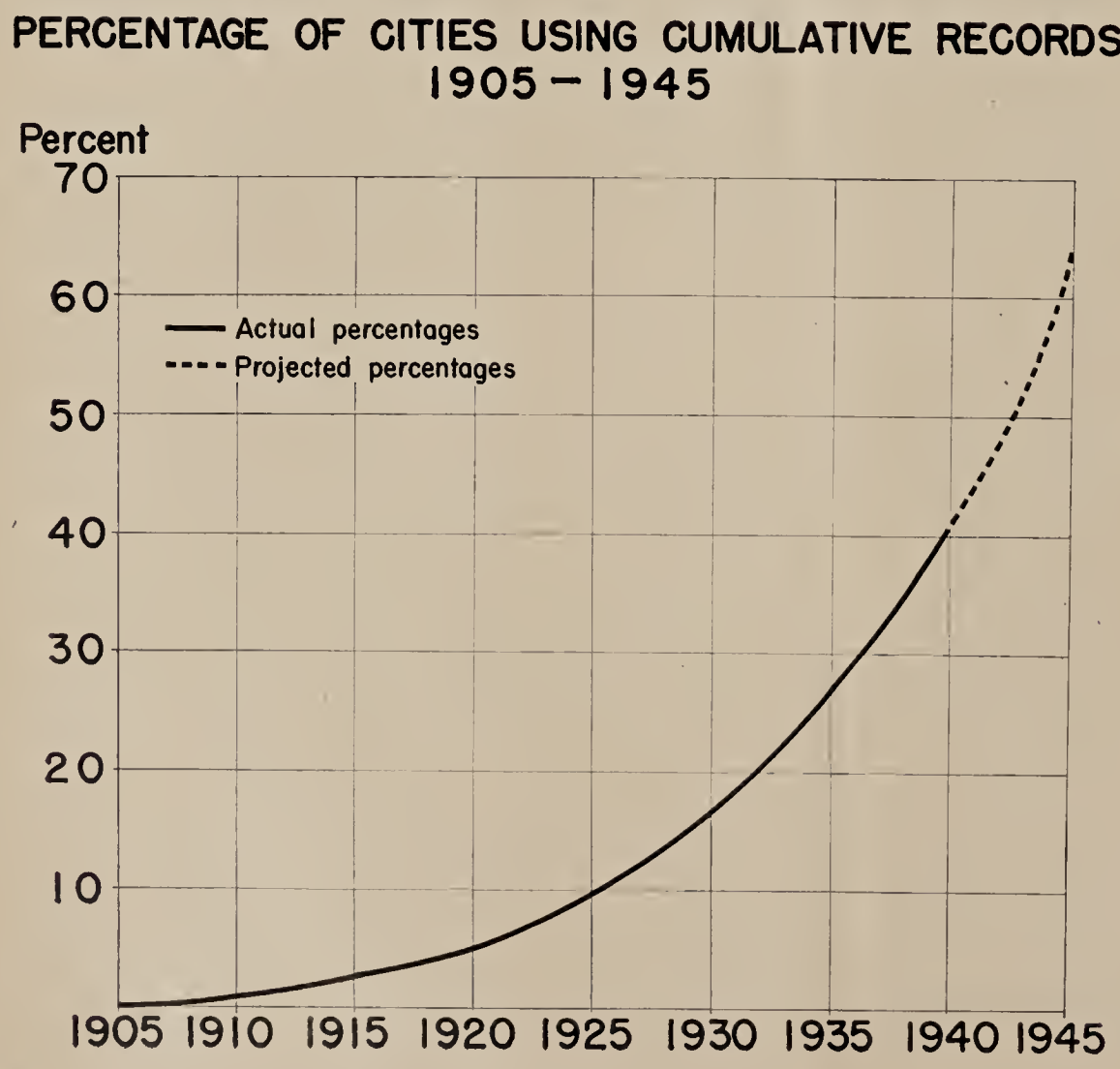
Gives the names of cities and schools using cumulative records, the year they began using such records, and the grades in school covered by the records. The list will be reissued in corrected form if it is found to assist in getting school systems to transfer cumulative records or summaries of cumulative records from one school system to another.

The Individual Inventory in Guidance Programs in Secondary Schools. By Eugenie A. Leonard and Anthony C. Tucker. Vocational Bulletin No. 215, Superintendent of Documents, Washington 25, D. C., 1941. 15 cents.

Describes in considerable detail the nature of the measuring devices used in secondary schools having counselors or part-time counselors.

Handbook of Cumulative Records. Edited by David Segel. Bulletin 1944, No. 5, Superintendent of Documents, Washington 25, D. C., 1945. 20 cents.

Written by a National Committee appointed by the U. S. Office of Education, this handbook attempts the first detailed synthesis of the development and use of cumulative records in the United States.



Nutrition Film Available

Prints of the 16-mm Walt Disney Productions picture, *Something You Didn't Eat*, is now available for nontheatrical use, the Nutrition Programs Branch, Production and Marketing Administration, U. S. Department of Agriculture, announces. This film cannot be purchased. It may be borrowed. Persons who are interested in using it should apply to their State film library for bookings.

Only a Beginning

Radio Progress to Date

FOLLOWING is an address recently made by Chairman Paul A. Porter of the Federal Communitions Commission on the Dedicatory Program of the Associated Broadcasting Corporation, America's Fifth Major Network. Mr. Porter emphasizes the importance of radio in helping to bring many good things which "the bright horizons of tomorrow give promise."

Today, the great supremacy of this country in the field of radio broadcasting is augmented by the inauguration of a fifth national network.

Looking over the Nation's vast array of broadcasting facilities that give us that leadership, we find that our listeners are now served by 934 standard broadcasting stations, and 22 others are under construction. Moreover, 180 applications for licenses to construct additional stations are on file with the Commission. There are 60,000,000 receiving sets in our homes. Great as this system is, the progress made to date has really been only a beginning. A new and even greater era in broadcasting is dawning with the forthcoming development of Nation-wide systems of Frequency Modulation and Television.

FM Stations to Increase Rapidly

The speed with which Frequency Modulation—FM—the static free high fidelity type of broadcasting, may be expected to move forward to supplement and maybe ultimately supplant our present system is indicated by the fact that 500 companies or individuals already have applied to the FCC for licenses, and more are expected in the next few months. The erection of transmitters and the manufacture of receiving sets will proceed as rapidly as men and materials become available. In a few years we will find the number of commercial FM stations outstripping the existing AM stations.

Television for Homes, Too

Television today is really only an infant, there being 6 commercial stations on the air—with not more than 7,000 receiving sets in place. But in the near future we have every reason to believe that television will be received in tens of thousands of homes. And ultimately we can expect color television with high definition pictures.

The formation of a new network at this time by the Associated Broadcasting Corporation is consistent with our spirit of progress. It is a symbol of the American determination to face the postwar period not timidly but with the courage to push on to new goals of achievement. Coming as it does with the echoes of the war still ringing in our ears and with no blueprint of the future neatly spread out before us, this event is in line with the finest traditions of the American spirit of enterprise.

But this new network will of course be more than a symbol of the reconversion period. We are assured that it will be an effective instrument in the Nation's job to convert from war to pursuits of peace. It is true that the end of the war finds us in a favorable condition not rivalled by any other large nation. Our homeland is unravaged. Our productive capacity has mushroomed. Our merchant ships have grown from a few to great fleets. Our airplanes girdle the globe.

On the other hand, the aftermath of war throws the shadow of unemployment over the land. We must deal frankly and effectively with that problem or face the possibility of widespread economic disruption.

Challenging Adventure

There is no lack of work to be done in the challenging adventure of building a better America. Besides the accumulated demand for goods that our factories can produce, there is a real need to strengthen our Nation by raising health and educational standards, improving housing facilities, expanding foreign trade, and many other things.

These are goals which will require our best and boldest efforts. Business and government, the local community and the State must join to map our strategy for the great challenge of peace. All of us will need to be informed of all viewpoints so that we may make up our minds and give intelligent support to democratic plans of our own choosing. In this fashion we will reach a democratic solution. And if anyone ever had doubts that our way is the best way, triumph in the war demonstrated to the world once and for all that a democracy can mobilize to meet an emergency with a spirit and a competence that confounded the tyrannies which threatened us.

This new network, I am sure, will exemplify the best in American radio by bringing us balanced discussions of the ways and means by which we may best promote the welfare of our country.

Jefferson Quoted

In this connection, the words of Thomas Jefferson are as sure a guide today as when they were uttered 150 years ago—as sure a guide when the Nation is crisscrossed with radio networks as when men relied on pamphleteering:

In every country where man is free to think and to speak, differences of opinion will arise from difference of perception, and the imperfections of reason; but these differences when permitted as in this happy country, to purify themselves by free discussion, are but as passing clouds overspreading our land transiently, and leaving our horizon more bright and serene.

The fact that we are welcoming a new network today is a testimony to the fidelity with which Americans have abided by these enduring principles. To foster our fundamental freedom of speech over the radio we have placed our reliance upon the principle of diversified ownership of radio stations. We have guarded against monopoly of control over this great avenue of expression. We have guarded against any temptation at control by the Government itself, for the Federal Communications Commission, while charged with duty of seeing that the radio channels are used in the public interest, is specifically forbidden to exercise any censorship.

Thus this new network is an additional guarantee of competition in the market place of ideas, and may it prosper and develop as a new and effective champion of free speech.

Salutes New Network

It gives me great pleasure, therefore, to salute the Associated Broadcasting

(*Turn to page 10*)

Library Service

Information Bureau for Veterans

A VETERANS Information Bureau, centralizing vocational materials, school information, and reading guidance, has been set up in the adult education department of Chicago Public Library, according to a recent announcement in its *Book Bulletin*.

Current pamphlets and books describing various occupations have been assembled by the library to assist the veteran deciding upon his career. School catalogs, directors of professional schools and institutions approved for veterans' education have been collected to aid the ex-serviceman investigating educational opportunities. Chicago Public Library also reminds veterans of the opportunities afforded by its informal education facilities, such as reading courses, lectures, forums, clubs, film showings, record concerts, book reviews, and group discussions of "great books."

To avail himself fully of the library's programs and services, the veteran is reminded that he may obtain a library card upon presentation of a discharge certificate or other identification.

Psychological Warfare Exhibit

Through the efforts of a member of the San Francisco Library Commission, a collection of psychological warfare materials used against Japan in the Pacific area has been on public display in the main building of San Francisco Public Library, according to its recent *Monthly Bulletin*.

This exhibit has included leaflets, pamphlets, newspapers, and other items dropped by American air forces on Japan and the lands under its domination. Materials on display have included accounts of the progress of the war; surrender appeals to Japanese officers, soldiers, and civilians; attempts to demoralize the enemy by pointing out the hopelessness of his cause; arguments to arouse distrust of the military caste; and frequent reminders to the Japanese of their inevitable defeat.

These examples of psychological warfare, printed in Japanese characters, have been exhibited with their English translations.

Subject Heading and Classification Publications

Two recent publications of the Special Libraries Association may be of interest to librarians in general as well as to special libraries. *A List of Subject Headings for Chemistry Libraries* has been prepared by a committee of the chemistry section, science-technology group of the association, as an aid in assigning subject headings to a catalog of chemical literature in college, university, public, or special libraries.

A manual of technical procedures, *Classification and Cataloging of Maps and Atlases*, has been prepared by Samuel W. Boggs, chief, and Dorothy C. Lewis, map librarian, Division of Geography and Cartography, U. S. Department of State. Concerned with the details of organizing map collections, this manual is designed not only for the use of librarians, but of geographers, cartographers, scientists, and economists as well.

A List of Subject Headings for Chemistry Libraries (list price $1.50) and *Classification of Maps and Atlases* (list price $8.75) may be obtained from the Special Libraries Association, 31 East Tenth Street, New York 3, N. Y.

Library Division Report

The director of the Library Division, Minnesota State Department of Education, reviews in his *Report, 1944–45*, the various activities of the division in its twofold promotion of school and public library services throughout the State.

The chief activities reported by the library division for the past year were (1) a loan service of printed materials to residents of farms and villages without local library service, (2) a supplementary book loan service to school libraries, public libraries, and rural schools, (3) a library advisory service to library boards, librarians, school, city and county officials, (4) the development and promotion of good library standards for school and public libraries, and (5) the supervision of school libraries, certification of school librarians, and administration of school library aid.

The division reports as its "ancillary functions" during the year the publication of a professional library journal, the preparation and publication of booklets, the planning of State-wide library programs, and the administration of county library demonstrations in behalf of large service areas.

An Adult Education Agency

A note familiar to American librarians has been sounded by a contributor to "Letters on Our Affairs" in a recent issue of *The Library World* (London), calling attention to the place of the library in the British community center.

Asserting that "educationists are unaware that for half a century public libraries in their talks, readings, lectures, exhibitions, privileges issued, and in their direct book work have been the principal, and in many towns almost the only, adult education agency," the British observer calls upon librarians to see that their own function in the community center is not excluded or slighted. To avoid what he states is a traditional "bypassing of the public library," the writer urges the community librarian to be active, whenever possible, in "Rotary clubs, chambers of commerce and various social service bodies . . . so that he can be heard."

Public Interest in Shakespeare

What of Shakespeare? is the title of a single-page questionnaire recently circulated by the Free Public Library of Montclair, N. J., in an effort to ascertain the extent of public interest in Shakespeare and the writings commonly enjoyed.

Printed in large type and in broadside format, the fourfold questionnaire inquires: (1) What Shakespearean plays have you read? (2) Do you ever read Shakespeare? (3) What editions of any Shakespeare writings do you or your household own? and (4) Do you use your public library for Shakespeare?

The questionnaire has been distributed by the Montclair Library in collaboration with Margaret Webster, Shakespearean director and scholar.

Back-to-School Campaign Reports

EMPHASIS of the Back-to-School Drive, sponsored this year by the Children's Bureau of the U. S. Department of Labor and the U. S. Office of Education, is focused upon extending the drive throughout the school year. It is essential to work continuously for the return of young people to school as their services in wartime work are no longer needed; and for the retention of pupils in school to complete their secondary education.

It is pointed out that in 1940 some 900,000 boys and girls, 14 through 17 years of age, were at work. In the spring of 1945, nearly 3 million youth of these ages were employed. Half of them had dropped out of school entirely; half were in part-time jobs. Since the war with Japan has been won, many of the million and a quarter youth of high-school age who left school and have been in full-time employment will be laid off as cut-backs occur. These constitute an important pool of potential students. It is important both to return to school and to retain in school those youth who are no longer essential to the labor force for winning the war, but whose education is essential for insuring a citizenry competent to live and work in a democracy.

Attention of the general public needs to be called to the following situation relative to high-school enrollment:

In 1940–41 high-school enrollment reached its all-time high of 7¼ million pupils.

In 1941–42, it dropped 300,000.

In 1942–43, it dropped another 300,000.

In 1943–44, it dropped an additional 600,000.

In 1944–45, only a negligible further drop occurred; nevertheless, enrollment at the close of that year was approximately 1¼ million below the prewar peak.

School Officers Report

Back-to-School reports which follow are excerpts from statements recently received by Commissioner Studebaker from chief State school officers and school superintendents:

From Supt. E. L. Bowsher of Toledo, Ohio

"We want to acknowledge our indebtedness to yourself and other members of your staff who did such a splendid job on a Nation-wide basis in promoting the 'Back-to-School' movement. For your information, I am sending you a résumé of the plan followed in Toledo in our 'Back-to-School' campaign.

"*Publicity*

"(1) Editorials and news items urging boys and girls between the ages of 16 and 18 out of school on full-time work permits to return to school published in both the *Toledo Blade* and *Toledo Times*.

"(2) Placards and posters drawn by pupils of the public schools posted in teen-age canteens, places of amusement, and other locations that would bring to the young people the importance of completing their education. Slogans such as 'Be Smart—Get Your Education Now' and 'Don't Fence Yourself In' were used.

"(3) Radio spots run over WSPD and WTOL for 10 days before the opening of school urging young people to return to school.

"(4) . . . a large retail firm in the city of Toledo, at its own expense and without our knowledge, placed posters on the outside of all street cars urging young people to return to school. This acceptance of civic responsibility of one of our large mercantile firms without prompting was called to the attention of the *Toledo Blade*. The *Blade* commented editorially upon the self-assumed responsibility of business leadership in educating our future citizens.

"*Labor*

"(1) Both the C. I. O. and the A. F. L. passed resolutions urging boys and girls of school age now employed full time in business to return to their studies. These resolutions adopted by organized labor were published in the daily papers.

"(2) Some effort was made to emphasize the 'Back-to-School' movement by labor groups in their Labor Day programs.

"*Cooperation of Various Civic Organizations*

"(1) A letter was sent by the superintendent of schools to all retail merchants and manufacturers urging them to use their good offices in dispensing with boys and girls of high-school age now in their employ and returning them to school. The retail merchants and manufacturers of Toledo have long cooperated with the public schools in adjusting the labor market to the needs of industry as the war effort demanded. The program of the merchants and manufacturers integrated effectively with the efforts of the labor unions above mentioned.

"(2) A letter was sent by the superintendent of schools to all Protestant ministers and other civic leaders of the community in Toledo urging their cooperation through their various facilities to return boys and girls to school.

"In addition to the above, the superintendent of schools sent out a personal letter to all boys and girls between the ages of 16 and 18 employed on vacation permits. . . . The program in Toledo has worked effectively."

From Robert L. Haycock, Superintendent of Schools of Washington, D. C.

"Under date of August 27, 1945 I received a copy of your announcement addressed to all Chief State School Officers concerning the Back-to-School Drive sponsored by your office and the Children's Bureau of the U. S. Department of Labor.

"You may be interested in receiving a copy of the circular prepared and distributed by the superintendent to the members of the school staff relating to this drive urging boys and girls to return to school.

"A press release was also prepared by the superintendent for each of the daily papers. . . ."

A circular as follows, prepared by Superintendent Haycock, was addressed to all principals and teachers of the District:

As the postwar period begins, the guidance of boys and girls who have been out of school during the war becomes a vital consideration. Principals, counselors, teachers, and parents should persuade working boys and girls to return to school. The Federal Government is making every effort to give employment to returning veterans. Federal agencies, therefore, are placing great emphasis upon the return-to-school movement.

The time is opportune to convince these young people that education is one of the greatest essentials for success in life. Parents should be convinced of the part that education and training play in human progress. Much depends upon the attitude of mothers and fathers. Principals should take steps at once to enlist the help of the P. T. A. in an effort to win the cooperation of the home.

Counselors have found it possible to retain students in school by resorting to the cooperative work-study plan. This has value if the work experience is related to the classroom program of the pupil, and is thus complementary to school instruction and training. It is hoped that employers will help by releasing pupils especially at this time of reconversion and adjustment.

Our evening schools offer a wide range of academic, commercial, and vocational courses. Thousands of young people who work during the day have taken advantage of these opportunities. Many pupils earn diplomas in the night schools and enter the universities.

Every principal should study the problem as he finds it at his school and develop a plan for contacting as many pupils and their homes as possible.

From Mississippi State Superintendent of Public Instruction, J. M. Tubb

Governor Bailey of Mississippi issued the following proclamation supporting the Back-to-School campaign, a copy of which was received from Superintendent Tubb:

Whereas the people of our State, who have contributed so magnificently to the winning of the war, now face the challenge and opportunity to make the peace we have won the birthday of an era of great human advancement; and

Whereas our achievements in peace, even more than our achievements in war, will depend in large measure on the care and education we provide all children and youth; and

Whereas the completion of a high-school education, whatever the cost, is the minimum our State should encourage every boy and girl to attain; and

Whereas many of our young people, through necessity or because of their eagerness to share in family responsibilities and to help the Nation win the war, have cut short their schooling during the past 4 years;

Now, therefore, I, Thomas L. Bailey, Governor of the State of Mississippi, call upon all citizens to make it their personal business to encourage and enable all high-school-age boys and girls to enroll in school this year; and I urge our citizens to support our educational leaders in their efforts to provide an education which will prepare our young people for abundant living and responsible citizenship.

From Robert E. Anderson, Supervisor, Curriculum and Publications, State Department of Education, Oregon

"We wish to express our appreciation for material and information concerning the National Back-to-School Drive which has been received from your office. Publicity is being given to this drive through press release to State and local newspapers and in *Education News*, our official monthly bulletin to teachers."

The Press Stresses Importance of Education

The press of the country has responded whole-heartedly to the Back-to-School Drive and contributed much in the way of editorials and news matter to the movement. These excerpts are representative of many items received by the Office of Education from different parts of the United States:

With school bells ringing in his ears, Mayor La Guardia lectured New York kids and their parents on the importance of education and urged 72,000 youngsters who have permanent working papers this summer to hand those papers back . . . go back to school—*P. M.*, New York City, September 10, 1945.

☆

Men and women who know the value of an education are urging the youths of the nation to go back to school, now that the war is over, and complete their high school or college education. . . . Competition is going to be much keener in the business world in the years ahead than it has been, and the educated man and woman will enjoy a great advantage over those who are less fortunate. Young man, young woman—don't cheat yourself. . Go back to school.—*Herald*, Albany, Ga., September 7, 1945.

☆

The Nation-wide Back-to-School Drive aimed at bringing students who have dropped out for the sake of war jobs back into the classrooms, was given impetus in Providence this week. Mayor Dennis J. Roberts gave official endorsement to the drive in a message praising youth for their part in bringing about victory and asking them to think now of themselves and their future. Dr. James L. Hanley, Superintendent of Providence Schools, said yesterday 1,100 letters have been mailed to students who dropped out of school since early 1944 and promised full cooperation in arranging schedules to meet their needs.—*Journal*, Providence, R. I., September 8, 1945.

☆

On the eve of the reopening of the city's public schools, officials are launching a campaign to bring back to classes the thousands of teen-agers who left to take war jobs. . . . Spearheading the Back-to-School Drive will be a series of special meetings for school principals, to discuss the needs of such youth. . . . As a part of the campaign, letters urging their return are being sent by Dr. Alexander J. Stoddard, Superintendent of Schools, to all 16-year-olds listed on school files as unemployed or likely to lose their jobs.—*Record*, Philadelphia, Pa., September 9, 1945.

☆

A back-to-school movement for teen-agers who have been employed in war industries was urged today by Samuel E. Fleming, School Superintendent. "It is of the utmost importance that every boy and girl be brought face to face with the need for their preparation for the years ahead," he said.—*Star*, Seattle, Wash., August 29, 1945.

☆

Three Birmingham officials yesterday joined with Federal agencies urging children of this area to return to school and finish their education. Commissioner Eugene Connor, Dr. Frazer Banks, Superintendent of City Schools, and Dr. John E. Bryan, Superintendent of Jefferson County Schools, gave support to the annual back-to-school program.—*Age-Herald*, Birmingham, Ala., September 8, 1945.

☆

There never has been a greater need for educated youth in this country. The statement that today's students are tomorrow's leaders is an acknowledged fact, for they will some day fall heir to the new responsibility of maintaining peace. The teen-agers who played an active part in the home front production lines must now be made to realize that their wartime pay checks were not a true indication of their future ability and worth. Their services in the years to come will be governed directly by the value they place on a thorough and adequate education which cannot be concluded at graduation from the eighth

grade.—*Herald*, Decatur, Ill., September 5, 1945.

☆

By the tens of thousands the teen-agers went to work, part-time or full-time, indubitably, most of them made a contribution in one way or another to the victory. But there can be no quibbling now as to the duty of these high-school age youths to themselves and to our democratic society. They should go back to the classroom, irrespective of any lingering temptations of employment.—*Times-Picayune*, New Orleans, La., September 6, 1945.

☆

We will soon have an opportunity for checking upon the fruits of the Back-to-School campaign. The enrollment in the schools of the nation will reveal whether the end of the war has brought an end to the influences which for 4 years have pushed school enrollment down and child labor up . . . Making school life attractive is a task that challenges the ingenuity of administrators and teachers everywhere.—*Gazette*, Reno, Nev., September 10, 1945.

☆

Howard R. Goold, Superintendent of Tacoma Public Schools, Thursday requested all boys and girls of junior and senior high school age who have not already registered . . . to fill out enrollment blanks at the earliest possible time.—*News-Tribune*, Tacoma, Wash., August 23, 1945.

☆

Those boys and girls who have left high school to enter industry will be wise indeed if they heed the advice of the Connecticut Child Welfare Association and return to school next month.—*Courant*, Hartford, Conn., August 30, 1945.

☆

The response of the press in support of the Back-to-School Drive indicates, if it reflects public opinion, a strong belief on the part of the American people that education through the secondary schools is the birthright of every child and the guarantee for the continuation of our democratic society.

Chamber of Commerce Action

The Committee on Education, Chamber of Commerce of the United States of America, suggested the following outline of activity to local committees to aid in returning youth to school, according to a statement by Paul H. Good, committee secretary:

1. Volunteer your help in organizing a community-wide back-to-school drive, or join school authorities already at work.
2. Make certain that there are no violations of State or Federal child-labor laws in business in your city.
3. Bring the campaign to the attention of your labor-management committee, trade associations, and businessmen's clubs, and help them plan to support the campaign.
4. Urge firms having a plant paper to see that it gives strong support to the Back-to-School Drive.
5. Provide speakers as the mayor, the school superintendent, other prominent citizens, or a persuasive young person to address employee groups on the importance of the Back-to-School Drive.
6. Take a poll to find out how many of your high-school-age workers are signing up for school courses. Encourage employers to write young people now in their employ who have any doubt about the value of school to come in and talk over their plans with management or the personnel officer.
7. Use any available posters throughout retail and industrial plants or encourage store art departments to have some made.
8. Support the campaign in publicity and store advertising.
9. Business could post an honor roll of teen-agers in a prominent place in their plant, listing the young people who have left their employment for full-time school and those who are combining school courses with work.

In cooperation with local education authorities, local chambers of commerce in some communities took concerted action in appealing to business and the community to get youth back to school, Mr. Good reports.

Terrain Model Building

A 28-page illustrated pamphlet, *How to Build Terrain Models*, prepared for the U. S. Office of Education by the United States Navy, Office of Research and Inventions, is now available. In the foreword to the publication, Commissioner Studebaker, states:

In this pamphlet, the Office of Education joins the Navy Department in bringing a new activity to the schools. The methods of terrain model building described herein were largely developed by the Navy for use in combat. The simplicity of these methods, dictated by field conditions, makes them particularly applicable to the age level and the facilities of the average high school.

The value of terrain model making and its many practical uses in the classroom will be readily apparent to educators. Three dimensional models, colored and textured, can be used to great advantage in the teaching of such subjects as geology, botany, geography, and history. In making models the student gains experience in mathematics, cartography, drawing, painting, and sculpture. But perhaps more valuable are the practical applications to national problems such as flood control, water power planning, soil conservation, air transportation studies, and town and road planning.

As an educational project, terrain model building is full of possibilities and it is to be hoped that teachers and students of our schools will combine to make the most of the opportunities involved.

The manual describes in nontechnical terms simple methods of construction that are the outgrowth of experiences in the Navy, but which lend themselves to refinements that provide opportunities for the use of manual skills and aesthetic abilities. When the draft of the manuscript was completed, arrangements were made through the assistant superintendent in charge of senior high schools, Washington, D. C., for trying it out under classroom conditions. A teacher of geography in the Calvin Coolidge High School was assigned to conduct the experiment. After the construction of several models by the students the teacher made the following statement concerning the value of terrain model building and the practicability and soundness of the methods prescribed in the manual:

The importance of making and using terrain models in the senior high school geography course is quite evident, yet

seriously overlooked in current practices. All geography, whatever specified branch—physical, mathematical, human, economic, industrial—employs in its basic concept, the earth. No student can clearly picture the surface of the earth from the study of pictures, maps, diagrams, or written description unless he has gained a previous concept through travel or living in areas where terrain is a vital influence.

Much of our national "ignorance" about geography is a result of the failure to inspire a real interest on the part of pupils, partly due to their inability to gain an adequate comprehension of the earth from abstract descriptions and symbols and two-dimensional representations. The earth, as the earth is, can be accurately interpreted only by methods which give the correct concept of the earth, and this means today the terrain model.

The course of study for the Washington, D. C., senior high school geography contains units on agriculture, forestry, fishing, mining, industry, water power, transportation, communication, and conservation and on typical climatic or industrial regions for which in varying degrees "terrain" is the basic factor.

From my experience in teaching and in my study of maps and map-making I can say that the use of models made by the individual student or as a group project would be invaluable.

A copy of *How to Build Terrain Models* is available free from the U. S. Office of Education, Washington 25, D. C.

Radio

(*From page 5*)

Corporation network as a force in building the greater America of tomorrow. May it become a welcome guest in American homes, bringing:

Full and free expression of diverse viewpoints on national and international issues so that we may become better-informed citizens;

Programs calculated to foster and elevate our tastes in music, literature, drama, and the other arts;

Wholesome entertainment;

Fair reporting of the news and an understanding of the background of the news; and

Opportunities for enlarging our knowledge of the world of science.

May it bring us these and many other good things which the bright horizons of tomorrow give promise.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Bretton Woods

Bretton Woods: Clues to a Monetary Mystery. By Carlyle Morgan. Boston, World Peace Foundation (40 Mount Vernon Street), 1945. 143 p. 25 cents.

Designed to help the average layman understand the Bretton Woods Proposals and the issues involved.

UNRRA

Out of the Chaos. Washington, D. C., United Nations Relief and Rehabilitation Administration (1344 Connecticut Avenue), 1945. 18 p. illus. Free. Copies are available in bulk, for distribution to groups.

Briefly describes the organization and operations of UNRRA; written in popular style for general use. Other publications about UNRRA for the use of teachers, speakers, discussion leaders, and students of international relations, may be obtained free from the same source.

Intercultural Education

The Immigrant in Fiction and Biography. Compiled by Joseph S. Roucek in cooperation with Alice Hero and Jean Downey. New York, Bureau for Intercultural Education (119 West 57th Street), 1945. 32 p. 20 cents.

Lists 274 books about the immigrant, annotated and classified; indicates titles suitable for children and some selected for junior high school.

Spanish and Portuguese

The Teaching of Spanish and Portuguese. Compiled and edited by Stephen L. Pitcher. Washington, D. C., National Education Association of the United States, 1945. 23 p.

Reports a series of regional conferences sponsored by the National Education Association and conducted in cooperation with the Office of Inter-American Affairs. The discussion deals with objectives, methods, supplementary training aids, lessons learned from the Army Specialized Training Program (ASTP), training of teachers, and supervision of language teaching programs. Summaries of some addresses are included.

Education and International Organization

Only by Understanding: Education and International Organization. By William G. Carr. New York, Foreign Policy Association (22 East 38th Street), 1945. 96 p. (Headline Series No. 52.) 25 cents.

Traces world events since World War I and points out that educational isolation does not preserve peace; reviews the results of past efforts toward international collaboration in education; and outlines some current proposals for education in international organization. Considers international collaboration in education an essential element in the solution of complex world problems. A chapter on postwar social education by Roy A. Price concludes the volume.

New Handbook

NEA Handbook. First Edition. Washington, D. C., National Education Association of the United States, 1945. 240 p. $1 single copy.

Gives general and historical information about the National Education Association, its committees, departments, headquarters divisions, and publications. The section, "Important Facts for Education Workers" may be used in presenting the case for education in each of the various States.

Consumer Education

The Modern American Consumer: His Problems and Opportunities. Washington, D. C., Consumer Education Study, National Association of Secondary-School Principals (1201 16th Street NW.), 1945. 67 p. illus. (Consumer Education Series, Unit No. 1.) 25 cents, single copy.

Intended to serve as an introduction to consumer education for both pupil and teacher. The Consumer Education Study has issued this publication as the first in a series of teaching-learning units which will concentrate on general principles underlying all consumption. The units are planned to be flexible and rich in resources so that they may be adapted to a variety of situations and will be useful to a maximum number of schools.

Film Guide

Educators Guide to Free Films. Compiled and edited by Mary Foley Horkheimer and John W. Diffor. Fifth Edition, 1945. Randolph, Wis., Educators Progress Service, 1945. 254 p. mimeo. $4.

Presents an up-to-date annotated list of free films and slide films available to educators interested in visual aids. Indexed by title, subject, and source.

(*Turn to page 14*)

International Exchange of Teachers–Legal Aspects

by Ward W. Keesecker, Specialist in School Legislation

THE exchange of teachers, professors, and ideas among nations now looms on the horizon as an important phase of international activity emerging from World War II. In view of the increasing interest in international intellectual activity, many educators and legislators in the United States and other countries are concerned with the extent to which legal provisions facilitate and also restrict the free movement of teachers between nations and the practice of their profession in a foreign country. The free exchange of teachers and intellectual workers among nations is increasingly regarded as a potential factor in the development of international understanding and cooperation which are essential to an orderly world society.

The nations are now confronted with the practical problem of reconciling and adjusting their education systems with all their deep-rooted national tradition to include international relations. This task of adjustment presents legal as well as psychological difficulties.

The purpose of this article is to present a résumé of legal provisions and problems which affect teachers who seek to pursue their profession in a foreign country, with special reference to those coming to the United States. Teachers who engage in education beyond their national boundaries are often confronted with certain legal obstacles. The freedom of teacher movement among nations is affected by international legal relations; and a foreign teacher who seeks to engage in education in the United States which, unlike most other countries, has no national ministry of education, may encounter State laws which restrict his employment.

Legal provisions which affect the employment of foreign teachers in the United States arise from three main sources: (1) State laws; (2) Federal statutes; and (3) international laws—treaties and conventions among nations. American teachers entering upon the practice of their profession in a foreign country are subject to international legal relations and the national and local laws of the country in which they may be engaged.

The numerous certification requirements in the several States of the United States or of other countries are not presented here. It is assumed that a foreign teacher coming to this country (or an American going to a foreign country) to engage in teaching would possess the general academic and professional qualifications usually required for some type of certificate under the laws of the State (or country) in which he proposes to teach. Attention, however, is invited to those State laws of this country which require teachers to be citizens of the United States and also the State laws which require teachers to subscribe to an Oath of Allegiance to the United States, both of which affect the exchange of teachers between this country and a foreign country.

Recent Developments

In comparatively recent times, especially since 1900, some noteworthy developments have occurred which facilitate participation of members of learned professions in international life. One of the first steps in this direction among the nations of the Western Hemisphere grew out of the Second Pan American Conference at Mexico City in 1902. The delegates of that conference, representing 17 American countries, including the United States, signed a convention to assist their respective citizens of learned professions to "freely exercise" their profession within the countries signatory thereto. This convention was ratified by 9 American countries. The United States did not ratify. While this convention did not expressly mention teachers, the language of it seems sufficiently broad to include college professors or those engaged in professional, educational, and scientific work.[1]

The participation by American teachers and students in the realm of international intellectual exchanges is not new. It was, however, notably advanced by the Rhodes Scholarships which have been in existence for more than 40 years.

The Rhodes scholarship exchanges were established by private endowment. In 1908, the Congress of the United States by a joint resolution authorized the President to remit to China approximately $12,000,000 of the Boxer Indemnity Fund accredited to the United States,[2] This sum the President in 1908 duly remitted to China which at the request of China was specifically used for educational purposes. Furthermore, on May 21, 1924, Congress by Joint Resolution 164 (43 Stat. 135), as a further act of friendship, authorized the President in his discretion to remit to China any and all further payments of the annual installments of the Chinese indemnity (over $6,000,000), such remission to begin as of October 1, 1917. Under this arrangement many Chinese students have studied in American institutions.

Since World War I, new impetus has been given to international intellectual relations. The First Assembly of the League of Nations in 1920 gave consideration to this subject and instructed the council to associate itself as closely as

[1] As long ago as 1895, the U. S. Snpreme Court made the following observation: "Formerly, theology, law, and medicine were specifically known as the professions; but as the applications of science and learning are extended to other departments of affairs, other vocations also receive the name. The word implies professed attainments in special knowledge, as distinguished from mere skill. A practical dealing with affairs, as distinguished from mere study or investigation; and an application of such knowledge to uses for others as a vocation, as distinguished from its pursuits for its own purposes." (163 U. S. 258.)

[2] To cover losses incurred by the Boxer disturbances in China during 1900.

possible with methods tending to bring abont international organization of intellectual work, and to recommend measnres which might be taken by the league to facilitate international exchange in the domain of intellectual activity. Since 1920, approximately a half hundred treaties to facilitate the exchange of foreign professors, students, and ideas have been entered into by different nations. These treaties are of numerous types and for various purposes.

While many nations have become parties to treaties for the exchange of professors, it was not until 1937 that the United States formally joined certain other nations in a treaty of this character.

State Laws Affecting Foreign Teachers in the United States

Whatever rights citizens of one country may have to teach or practice a profession in another country must be in conformity with general laws and customs adopted and enforced by the respective countries involved. All States of the United States have their respective legislation or regulations governing the licensing and employment of teachers. Some of the States have legislation or regulatory provisions which place limitations upon foreign teachers who seek positions in their public schools. Most of these restrictions have to do with citizenship status of the teacher and the taking of an oath of allegiance.

Citizenship.—The following States and the District of Columbia require that teachers in the public schools be citizens of the United States: Arizona, California,[3] Connecticut,[4] Florida, Idaho, Illinois, Maryland, Michigan,[5] Missouri, Montana, Nebraska, Nevada, New Jersey, New York, North Dakota,[3] Oregon, Pennsylvania, Rhode Island,[6] South Dakota, Tennessee, Texas, Washington,[3] Wyoming.

Oath of Allegiance to Constitution of the United States or of the State.—Certain States in this country require teachers to take an oath of allegiance. In some of the States, the oath is required of teachers in private and parochial schools as well as in public schools. A distinction is to be noted between an oath of allegiance and an oath taken merely for the faithful performance of certain civil duties. An oath of allegiance taken in accordance with the laws of a State of the United States does not, under the naturalization laws of the United States, confer Federal citizenship upon the person taking such an oath. Naturalization in the United States is a process under Federal statutory provisions which demands of the applicants various steps in addition to the taking of the oath of allegiance.

The following States and the District of Columbia require that teachers in the public schools take an oath of allegiance to the Constitution of the United States, and in most instances of the State: Arizona, California, Colorado, Florida, Georgia, Indiana, Massachusetts, Michigan, Montana, Nevada, New Jersey, New York, North Dakota, Oklahoma, Oregon, Rhode Island, South Dakota, Texas, Vermont, Washington, West Virginia.

Application.—In some States, the citizenship or oath of allegiance requirements are not applicable to professors and instructors in colleges and universities, and they apply chiefly with respect to teachers in the public elementary and secondary schools. In most instances, restrictions as to citizenship and oath of allegiance are inapplicable to teachers in private schools.

In the State of Michigan the statute requiring citizenship of teachers contains the following proviso:

> That this requirement shall not be construed as prohibiting such board of control from employing for limited periods instructors or lecturers who are citizens of foreign countries: Provided, further, That the requirements of this act shall not apply to an interchange of teachers between any school district in this State and a foreign country, when such interchange shall not be for a period exceeding one year. (*General School Laws of Michigan*, 1940, Sec. 522.)

The 1945 legislature of Connecticut authorized the exchange of students and faculty members of the teachers colleges and the university with institutions in other countries. This act was made necessary because under the existing law in that State it was illegal to employ a noncitizen. (S. B. 278)

Federal Statutory Provisions

While there are no Federal statutes which expressly authorize a foreign teacher to engage in his profession among the States or which prohibit him from doing so, there are certain Federal statutes which affect his professional status.

In consideration of Federal statutes bearing upon the international exchange of teachers, there is a distinction between an "immigrant" and a "nonimmigrant" or visitor. For example, a teacher visitor who enters this country may declare at the time of his admission that the purpose for which he is coming to the United States is teaching. Such a nonimmigrant may not as a rule establish residence for the purpose of acquiring citizenship in the United States. However, a foreign "professor" who enters as a "nonquota" immigrant may be permanently admitted to the United States provided no fraud is attached to his entry.

The act of February 5, 1917 (39 U. S. Stat. 874, as amended) controls the immigration of aliens under contract and specifies the classes exempt from its provisions. In it, aliens occupying a professional status are specifically exempted from the provisions applicable to labor contracts, and among the exempted classes enumerated are lecturers, professors for colleges and seminaries, and persons belonging to any recognized learned profession. The Department of Justice construes the contract labor law as inapplicable to teachers and exempts them on the theory that they are not engaged in manual labor.[7] [8]

The Immigration Act of May 26, 1924, provides that professors may be admitted on a nonquota basis if they

[3] Or declaration of intention to assume citizenship, or proof of completion of "first papers," etc.
[4] See Connecticut, col. 2.
[5] Or declaration of intention.
[6] Pledge of loyalty.

[7] Bureau of Immigration Appeals, 56036/763, Sept. 22, 1941.
[8] In 1919, the U. S. Circuit Court of Appeals, in an Hawaii case, held that section 3 of the Immigration Act of 1917, excluding admission of contract laborers, did not exclude the admission of aliens belonging to any recognized "learned profession," and the said Act was held "not to exclude a Japanese alien seeking admission for the purpose of teaching the Japanese language, history, geography, and arithmetic in an established school, because (1) the doing so is not to perform labor within the meaning of the act, and (2) such teacher may properly be regarded as belonging to a recognized learned profession." (260 Fed. Rep. 104.)

have had two years' experience in their profession before applying for admission to the United States. This act also admits *bona fide* students who show that they have been accepted to schools in this country and upon condition that they must return to their country upon completion of their study. The following rules and regulations for the administration of the provisions of the Immigration Act of 1924 have been prescribed for Consular Offices by the Secretary of State:

135. * * * The term "professor" as used in this section (Section 4 (d) of the Immigration Act of 1924 shall be construed to mean a person who is qualified to teach, and who, for two years immediately prior to applying for admission to the United States, has taught some recognized subject in an institution of learning which corresponds to a college, academy, seminary, or university, as these terms are understood in the United States, and who is coming to the United States solely for the purpose of carrying on such vocation here.

136. School teachers as the term is ordinarily used in the United States are not within this exemption.[9]

In the employment of foreign teachers, private institutions stand in a more favored position than public schools under the Immigration Act of 1924 for the reason that public schools of secondary grade are not included in the interpretation of the terms "academy" and "seminary." That is to say, Congress under that act did not concern itself with the admission of teachers for the secondary and primary public schools of the States. Public and private universities and colleges, and also "academies" and "seminaries" under the nonquota provision may employ foreign teachers when they wish to do so.

International Law, Treaties, Conventions, Etc.

A citizen who leaves his country for the purpose of visiting a foreign country, or for engaging in business or a profession temporarily, does not sever the bond of legal relationship with his home country. However, for practical purposes it is customary for a country to yield certain control over its citizens sojourning abroad to the country in which they are traveling or temporarily residing. Hence under international law a foreign teacher admitted to a country according to immigration provisions places himself under the jurisdiction of his new State of residence and must conform to the laws of that State. The rights of a foreign teacher to engage in a teaching profession are rights which must be in conformity with the general principles adopted and enforced by the family of nations. Where the rights to teach are not secured to foreigners under international law, through constitutional or statutory provisions, or special treaties, the general custom of the nations for foreign teachers must be examined for indications of the foreign teacher's rights and obligations (175 U. S. 677).

Principles of international law are frequently written into treaties, and many European and Latin-American governments have recorded in treaty form their official support of international education, many of which include provisions for exchange of teachers. The only treaty or convention entered into by the United States which expressly relates to the exchange of teachers is that signed at Buenos Aires, December 23, 1936. This treaty was ratified by the United States and deposited with the Pan American Union, July 29, 1937. Under this treaty the United States agreed with other nations signatory to the treaty to facilitate the exchange of professors and also students.

Treaty-Making Power and Federal-State Educational Relations

The participation of the United States in treaties affecting international affairs involve new problems in Federal-State educational relations. Education in the United States is chiefly a State function and there is no national ministry of education. Furthermore, under our Federal Constitution, the State is denied the power to enter into agreements with foreign governments, the Federal Government being supreme in all matters international.

Does this superiority in matters international include education? This question was brought sharply to the fore in 1936 in connection with the Buenos Aires Convention for the Pacific Orientation of Public Instruction, wherein it was proposed that the contracting parties agree to organize in their public educational establishments the teaching of the principles of pacific settlements of international disputes. The United States delegates at that convention declined to sign the document for the following reasons:

> The Delegation of the United States States of America, while generally sympathetic to measures looking to "the peaceful orientation of public instruction," desires to point out that the system of education in the United States differs from that in other countries of the Americas in that it lies largely outside the sphere of activity of the Federal Government and is supported and administered by the State and municipal authorities and by private institutions and individuals. The conference will appreciate, therefore, the constitutional inability of this delegation to sign the above convention.[10]

Some Treaty-Making Precedents.—While education in the United States is chiefly a State function, there is some precedent to show that the treaty-making power of the United States is supreme over State legislatures in matters of education which are international in scope. The Supreme Court of the United States has said:

> It is the declared will of the people of the United States, that every treaty made by the authority of the United States, shall be superior to the constitution and laws of any individual State; and their will alone is to decide. (*Ware* v. *Hylton*, 3 Dallas 199, 236, 237. Decided in 1796.)

This doctrine was reaffirmed in 1879 in a decision by the Supreme Court nullifying certain laws of Virginia which were in conflict with the treaty of 1850 between the United States and Switzerland. In this case, it was held that the Constitution and treaties of the United States are as much a part of the law of every State as its own local laws and constitution. The Supreme Court of the United States said:

> If the National Government has not the power to do what is done by * * * treaties, it cannot be done at all, for the States are expressly forbidden to enter into any treaty * * *.—(100 U. S. 483.)

The fact that the States were denied

[9] General Instruction Consular, No. 926, Diplomatic Serial No. 273, *Admission of Aliens into the United States*, Department of State, Government Printing Office, Washington (1929, Rules 135 and 136, p. 51).

[10] *Treaty Information*, p. 26: Bulletin No. 90, March 31, 1937, The Department of State, Washington 25, D. C.

the treaty-making power and that this power was conferred exclusively upon the Federal Government does not imply that the treaty power should be less than that conferred upon any independent government and less than that possessed by the State conferring it. The very general language used in conferring the power negatives such an intention. What was conferred was obviously that power to negotiate treaties which is essential if there is to be intercourse between nations.

Supreme Court decisions interpreting the Constitution of the United States with respect to international relations appear in support of the proposition that the treaty-making power of the National Government includes some of the powers which, if measured only by the jurisdiction of Congress, would be reserved to the States or to the people. Elihu Root said, "In the light of these opinions it cannot well be denied that the treaty-making power is a *national* rather than a *federal* power, and this distinction measures the whole difference between its jurisdiction and the jurisdiction of Congress in relation to the so-called reserved powers." The contention is that the treaty-making power is not distributed and that in international affairs there are no States, and that the National Government may do anything commonly done by sovereign nations. Lambie states that:

> Although governments with a national system of education may find it easier to enter into international relations, the United States, which has a decentralized system of education, is not barred from entering into a convention concerning the interchange of teachers and the practice of the teaching profession. [11]

Chief Justice Marshall of the Supreme Court in 1829 said "Our Constitution declares a treaty to be the law of the land. It is consequently to be regarded in courts of justice as equivalent to an act of the legislature, whenever it operates of itself without the aid of any legislative provision."—(2 Peters Reports 253.) Hence a treaty designed to facilitate the international exchange of teachers may operate in this country without either Congressional or State enabling legislation, the nature of it being self-executing. This is demonstrated through the exchange of teachers under the provisions of the Buenos Aires convention ratified by the United States in 1937.

In 1916, the Supreme Court of the United States sustained as valid a statute in pursuance to a treaty between this country and Canada for the protection of migratory birds which, prior to the treaty, had been regarded in this country as a State function. The holding of the Court was on the theory that if it could not be done by treaty it could not be done at all and that the matter was of the "sharpest exigency."

Modification of Federal and State Laws.—Educators and legislators who seek to facilitate the exchange of teachers between the United States and other countries should not overlook the possibilities which may be available other than by treaty arrangement. In fact it would seem that much could be done without the aid of a treaty and if so it would be less involved. Federal and State laws could be modified to remove some of the restrictions encountered by a foreign teacher. For example, the Federal immigration law of this country could be broadened to facilitate the admission of teachers as "visitors" or on a nonquota immigrant basis, as is the case of members of recognized learned professions. Furthermore, the States in this country have full power to modify their laws and to make exceptions to provisions requiring citizenship, oath of allegiance, etc., which tend to restrict the exchange of teachers between this country and a foreign country. The same may be said with respect to Federal or State legal restrictions which may exist in other countries. Modification of Federal and State laws along the lines suggested might be the more desirable and feasible procedure in international exchange of teachers in countries similar to the United States which have decentralized systems of education.

[11] The Foreign Teacher: His Legal Status as Shown in Treaties and Legislation. In Institute of International Education Bulletin No. 1, Thirteenth Series. p. 92. 1932.

Bulletin Board

(*From page 10*)

United Nations Charter

The United Nations Charter; What Was Done at San Francisco. By Clark M. Eichelberger. New York, American Association for the United Nations, Inc., and Commission to Study the Organization of Peace (45 East 65th Street), 1945. 48 p. 10 cents.

Explains in simple terms the basic provisions of the Charter, describes the framework and functions of the six principal organs of the international machinery, and discusses the role of the United States. Includes the text of the United Nations Charter.

General Education

General Education in a Free Society. Report of the Harvard Committee with an introduction by James Bryant Conant. Cambridge, Mass., Harvard University Press, 1945. 267 p. $2.

The report, prepared by the Committee on the Objectives of a General Education in a Free Society, Paul H. Buck, *chairman*, considers the problem at both high-school and college level and explores the present status of American education "in quest of a concept of general education that would have validity for the free society which we cherish." As a result of this inquiry, recommendations for changes in the curriculum of Harvard College are presented in Chapter V.

Courses of Study

The following courses of study were recently received in the Office of Education Library.

Bellefontaine, Ohio. Public Schools. *Curriculum Outline for Sociology—High Schools.* Bellefontaine, 1944. 19 p. mimeo.

Beloit, Wis. Public Schools. *Home Economics in the Junior and Senior High Schools, 1944–45.* Beloit, 1944. 12 p. mimeo.

Berrien County, Mich. Public Schools. *A Course of Study for Rural Schools, 1944–45; Supplement to the State Course of Study.* 1944. 24 p.

Boston, Mass. Public Schools. *Course in Physical Education for Grades 1, 2, and 3.* Boston Printing Department, 1943. 115 p. (School Document No. 8–1943)

Students Plan for Peace

Planning for peace was the theme of a Congress held recently at Birmingham University by Britain's National Union of Students, according to the following account by A. T. James, president of the Union, received by the U. S. Office of Education through the courtesy of the British Information Services. The Congress was attended by more than 600 students, including delegates from France, the Union of Soviet Socialist Republics, the Netherlands, Belgium, Luxemburg, Poland, and Czechoslovakia.

"Because war has severely reduced the time students can spend at Universities those who came were mainly very young, their average age being just over 20. But though young, over three-quarters of the students coming to Congress had performed some form of war work, most of them on farms during the summer months. Others had done duty in one of the civil defence services, in canteens, factories, hospitals and youth clubs. But for the first time a few of the students at Congress were ex-servicemen, the forerunners of what will become a decisive element in Britain's universities during the next few years.

"The main topic under discussion this year was 'The Student's Contribution to Peace,' days being set aside to consider in turn various aspects of peace and reconstruction. The first 2 days were given up to a discussion of science and economics; the third and fourth day to international cooperation and education, and the last day to the future of student organizations. Expert speakers addressed students on every problem in Plenary Session, and in each case Congress divided afterwards to consider the points raised in faculty and special commissions.

Scientific and Economic Planning

"After greetings by the Lord Mayor of Birmingham and the Pro-Chancellor of Birmingham University, Dr. Sam Lilley spoke on the urgent necessity of planning research, directing it where it was most needed and providing adequate finance for it. To double or treble research activity within 10 years would mean turning out students at four to seven times their prewar rate. E. F. Schumacher, in dealing with the economic aspect of peace, urged the need for full employment and equitable distribution at home. He stressed the importance of planned international trade so as to ensure full employment for all nations; he warned students against believing in simple economic prescriptions, saying that the foremost function of the universities was to develop their critical faculty of thought.

"In considering the future of science and economics in special and faculty commissions students developed the points made by the speakers. After much serious and searching discussion they agreed on many important issues. Thus they felt that planning in the scientific and economic fields was urgently needed, that the peace must be won in much the same way, and by employing means similar to those used for winning the war. Unlike the last peace, this time all must actively cooperate in shaping policy. Individual commissions framed and carried a number of far-reaching resolutions representing sections of student opinion. They wanted:

1. Some definite form of planning and guidance in science from a *State Department of Scientific Research.* Extensive financial aid for laboratory equipment and research scholarships.

2. Financial encouragement of research in private enterprise, conditional upon the publication of the results of such research.

3. Nationalization of the coal industry to utilize to the full Britain's coal resources and to provide the best possible working conditions.

4. A greater degree of mass production of good utility commodities (on the lines of wartime production) to raise the standard of living.

5. Nationalization of important industries for the efficient and proper utilization of national resources.

6. Education and better facilities for leisure with further development of adult educational bodies, such as the Workers' Educational Association, extra-mural boards, the Council for Encouragement of Music and the Arts.

7. Nationalization of the land, or failing this, nationalization of land development rights.

Future World Organization

"In an address on *the future of international cooperation* Sir Geoffrey Mander, M. P., outlined the shape of the future world organization. He advocated an international police force, recruited from all nations, and he looked forward to a Parliament of Man, which would finally be able to deal with international disputes and thus make further war impossible. The discussion which followed ranged from the future of Germany to questions concerning the Far East, the United States and Russia. Throughout feeling was strongly in favor of closer cooperation with other countries, particularly European countries. Though these resolutions do not represent the attitude of the whole of Congress, they demonstrate the spirit which guided many of the students:

1. Atrocities committed by the Germans should be punished; but that the peace conference must not be dominated by a spirit of revenge or hatred as regards all German people.

2. More information about the Far Eastern War should be made available, particularly about conditions in China.

3. In Europe complete economic reorganization is necessary, together with a revision of national frontiers, and the formation of regional federations to produce economically stable units.

4. Relief must be sent at the earliest possible opportunity to all European countries who want it, as a condition of *winning the peace.*

5. To further Anglo-American relations a regular exchange between British and American students as well as teachers should take place. To improve relations between Britain and Russia, exchanges of students and the formation of Anglo-Soviet student societies were asked for.

6. Active measures must be taken to assist the democratic development of Britain's colonies *in the interest of the colonial people;* and to ensure a higher standard of living in the shortest possible time. The Atlantic Charter should apply to all people within the British Empire.

Resolutions Approved

"After an address by H. C. Dent on the part to be played by education and a short talk by Jack Allanson on the future of student organizations, students spent their last day at Congress discussing these topics in detail and framing four major resolutions. These were put to the whole of Congress and passed by them.

"Congress called for the removal of restrictions on student organizations and student political activity imposed by some universities and colleges. They asked for greater participation of students in general youth activities on a basis of equality with other young people; and that students should take a more active part in youth clubs and movements.

"The third and fourth resolutions were concerned with international aspects of student work: It was suggested that the International Student Service should make available much more information on the needs of European countries, India and China; and that the Unions should be responsible for collecting money and materials for the universities and students of these countries. The last and most important resolution called for a world-wide *student organization* which would serve as a representative body through which students could exchange ideas and express their views, and which will give students every opportunity of developing international friendship through travel, exchange visits, sports, conferences and other means. All nationally representative and democratically elected student organizations should participate in this organization, which should be created at the earliest opportunity.

"As these resolutions show, Congress this year did some serious and valuable work. Most of those present called themselves 'progressives,' but few of them were content with slogans. A scientific attitude to problems of peace and reconstruction, as well as much critical thinking were in evidence. All wanted to take an active part in shaping a better postwar world and they asked for means and methods to achieve this. As one of the student speakers put it: 'We don't want rhetoric, but fact and analysis'."

Slides of Other American Republics

The U. S. Office of Education announces the availability for loan to schools and colleges of over 1,500 Kodachrome slides on life in the other American Republics. The slides, which were produced by the American Council on Education, are in color, 2 x 2 inches, and may be projected on a screen from a standard size slide projector. Sets of slides on each of the 33 titles listed below are available for free loan upon request. Return postage and insurance are to be paid by the borrower.

General Topics

1. Hunting Unusual Plants in Guatemala.
2. Guatemala.
3. Cartagena.
4. Brazil Builds.
5. Native Markets of Latin America.
6. Rubber in the Amazon Basin.
7. Native Life in an Amazon Village.
8. Housing in Latin America.
9. Mexican Churches (Colonial).
10. Colonial Painting in Mexico.
11. Contemporary Mexican Painting.
12. Contemporary Mexican Murals.
13. Popular Arts in Mexico.
14. South America—The Land.
15. Agriculture in South America.
16. Mining in South America.
17. Transportation in Latin America.
18. Weaving in the South American Highlands.
19. Bolivian Highland Costumes.
20. Indian Costumes in Latin America.
21. Indian Life in the Lowlands of South America.
22. Indian Life in the Highlands of South America.

Valley of Mexico

23. Middle Culture.
24. Teotihuacan.
25. Tula-Toltec.
26. Aztec.

Western Mexico

27. Tarascan.

Southeastern Mexico

28. Monte Alban and Mitla.
29. Totonac.

Maya First Empire—Honduras

30. Copan.

Maya Second Empire—Yucatan

31. Chichen Itza.
32. Uxmal.
33. Inca Culture in Peru.

Sets of slides, together with teachers' notes which give information about each slide. may be borrowed for a period of 3 weeks. The slides are mounted between glass and each set is shipped in a small wooden box. Slides, box, and teachers' notes are to be returned by parcel post *at the expense of the borrower*. Requests for slides should be sent to the American Republics Branch, Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C.

Other Depositories

The slides are also available from the following depositories:

The Southern California Council of Inter-American Affairs, 707 Auditorium Building, Fifth and Olive Streets, Los Angeles 13, Calif.

The Rocky Mountain Council on Inter-American Affairs, 1425 Cleveland Place, Denver, Colo.

Pan American Union, Washington 6, D. C.

Art Institute of Chicago, Chicago 3, Ill.

Extension Division, The State University of Iowa, Iowa City, Iowa.

The Pan American Society of Massachusetts and Northern New England, Inc., 75 Newbury Street, Boston 16, Mass.

The Southern Council on International Relations, Box 1050, Chapel Hill, N. C.

Portland Extension Center, Oregon State System of Higher Education, Portland, Oreg.

Division of Education, Philadelphia Museum of Art, Parkway at 26th Street, Philadelphia 30, Pa.

Institute of Latin-American Studies, the University of Texas, Austin 12, Tex.

Borrowers should use the nearest depository. The conditions stated above apply *only* to slides loaned by the U. S. Office of Education. Information concerning availability and service charges of other depositories listed may be obtained by writing directly to each.

Loan Packets on Inter-American Subjects

A new series, Loan Packets on Inter-American Subjects, is now available from the U. S. Office of Education. The series includes 18 subjects as follows:

Teachers' Materials

Packet No.

1. Sources of Instructional Material.
2. Education of Spanish-speaking Children.

Materials for Elementary and Secondary Schools

3. Hispanic Countries and Cities.
4. Brazil.
5. Social Studies.

6. Music.
7. Art.
8. Literature.
9. Spanish for the Elementary School.
10. Beginning Spanish (Secondary).
11. Intermediate Spanish.
12. Plays, Pageants, and Programs.
13. Pan American Club Organization.
14. Pan American Club Activities.

Materials for College Students and Adults

15. Economic Problems.
16. Current Political and Social Problems.
17. Development of Pan Americanism.
18. Education in Latin America.

The packets contain bibliographies, source lists, magazines, pictures, maps, units and courses of study, program outlines, skits, games, music, descriptive booklets, conference reports, reprints of articles, pamphlets and other materials, ranging in difficulty from elementary grades through college. Materials found suitable after examination may be ordered from publishers and distributors as indicated on each item. Packets may be borrowed for 3 weeks, without cost to the borrower, except return postage, 15 to 50 cents for each packet, depending upon postal zone.

Teachers, school administrators, librarians, and club advisers will find valuable and timely suggestions in the loan packets. Requests should be addressed to the Federal Security Agency, U. S. Office of Education, Division of International Educational Relations, American Republics Branch, Washington 25, D. C.

Educational Progress in China

A recent issue of "Contemporary China," published by Chinese News Service, New York City, contained the following information about progress made in the field of education during the war period.

"In spite of the devastating effects of the war, China's educational activities as a whole have remained intact. A large number of colleges and schools, with a stream of professors and students, have been moved from war zones to places of safety. According to figures compiled last fall, we have now in Free China 40 universities, 50 colleges, and 55 technical institutes, with a total enrollment of 73,669 students; 3,455 high schools, normal schools, and vocational schools, with a total enrollment of 1,101,087 students; and 265,417 primary schools with 17,712,292 students in all. The number of students in the higher educational institutions has increased 100 percent since the war began; the number of students in the secondary schools has increased almost 200 percent.

Twofold Purpose

"The purpose of wartime education in China is twofold—to provide personnel for the service of the war and to train personnel for the postwar reconstruction. During the past year, thousands of our students joined the Chinese Expeditionary Forces in India. Since the opening of the Burma Road, the recruitment for the Chinese Expeditionary Forces was stopped. The students have offered their services as interpreters for the Allied forces in the China theater. When Generalissimo Chiang Kai-shek announced the organization of a 100,000 youth Army, great numbers of our college and high-school boys and girls responded to the call, and the applicants soon outnumbered the quota expected.

"Regarding the need of personnel for postwar reconstruction, it is estimated that the number of engineers, doctors, and other specialists needed would be around 2,500,000. This is obviously beyond the capacity of our present colleges and schools to provide. But some efforts have been made along this line. Since last fall, 108 extra classes have been added in the departments of engineering, medicine, and agriculture of our colleges and universities, and 100 extra classes added in our vocational schools. Besides, we are sending qualified students for advanced studies in the United States and Great Britain. About 320 privately-supported students have gone to the United States since last fall and 212 government scholarship students are leaving for England and America this summer.

"An outstanding weakness of our wartime education is the lack of books and equipment. As a start to improve this situation, the Government in 1939–40 appropriated one million U. S. dollars for the purchase in America of books and apparatus urgently needed in our higher educational institutions. Owing to the difficulty of transportation, many of the books and apparatus thus purchased in America have not arrived yet. This year the Government has appropriated 200,000 Chinese dollars and 430,000 U. S. dollars for the same purpose. For the equipment badly needed in our high schools and technical schools, we are trying to make our own supply in factories established under the auspices of the Ministry of Education and under the provincial governments. In spite of all these efforts, our need for educational supplies is still great and, in this, we must not forget to acknowledge our indebtedness to the United China Relief, the British United Aid to China, the Rockefeller Foundation, the Sino-British Science Cooperation Bureau, the China Medical Board, the American, British, and Canadian Red Cross organizations, and many other agencies for their timely and substantial aids."

Future Farmers of America In Action

A recent pictorial bulletin entitled, *Future Farmers of America . . . in Action*, has been published by the national organization of Future Farmers of America in cooperation with the U. S. Office of Education. This bulletin describes on the national, State, and local levels the work and activities of the organization, which is composed of farm boys studying vocational agriculture in public secondary schools throughout the country.

A limited supply of the bulletin is available upon request from the U. S. Office of Education, Washington 25, D. C. and from supervisors of agricultural education. State departments of education. Additional copies may be secured for 10 cents each from the Interstate Printing Company, Danville, Ill.

Cleveland Public Schools

In his report for the past school year, superintendent of Cleveland schools, Charles H. Lake, states that "While education offers the only possibility of an enlightened and civilized world, it also is just as true that any education will not produce the enlightenment we seek. . . . What have been called the peace years have demonstrated, beyond a doubt, that so-called civilized peoples have not yet acquired the wisdom necessary to guarantee lasting peace."

The following *excerpts* are from Superintendent Lake's report:

The war has focused keen attention on shortcomings. These shortcomings must be liquidated. There will be change, but this must not be of a revolutionary nature. People must understand the need for change and want it. Change must not be thrust upon people.

Postwar planning in education means keeping abreast of present developments and being thoroughly prepared to make changes as the reasons for them become apparent. The experiences of the past must still be the foundation of the program for the future.

For Consideration in Postwar Planning

In line with the above, the following items are suggested for consideration in postwar planning for education in Cleveland, in the State, and in the Nation:

A better organization of education within the States.

An extension of the democratic principle of equality of opportunity through better guidance and better elementary and secondary educational programs for all children.

The gradual extension of education downward to include all children in the fifth- and fourth-age years.

The addition of 2 years beyond the regular high-school twelfth year for youth who demonstrate through their achievements that they have the abilities to profit by such an extension of educational opportunities.

Increased attention to the training of youth for governmental services.

More attention to the problem of teacher training and selection. More of the selection must be done before the applicant trains for teaching, instead of afterward.

A vast extension of adult education opportunities, including an extension service which will make it unnecessary in the future to have such national youth agencies as the NYA and CCC.

A more definite program of education for each student and a curtailment of the system of free electives which has developed in our secondary schools and colleges.

A higher quality of education at all levels as determined by a rigid appraisal of present methods and materials.

More attention to the provision of part-time work opportunities for secondary school youth in line with their vocational interests and abilities.

The development of educational facilities and programs for the education of returning soldiers. (It may be desirable to establish separate institutions for this work.)

The development of opportunities for the retraining of civilians who may be compelled to change their work after the war.

A program for the thorough rehabilitation of school buildings and a much wider use of them for community betterment.

The problem of re-equipping trade and technical schools for the industrial reorganization that is developing as the war progresses.

A sound program for financing education which, while giving due attention to economy in operation, will assure an adequate educational opportunity for each child in Cleveland and in the Nation. Unless this problem is solved, the entire structure of free public education is in danger of collapse.

Learning Democracy Through Daily Living

The high schools of Cleveland believe that if our youth are to learn democracy they must live it; and in each high school, through a variety of experiences, they have that opportunity. A fact, sometimes overlooked, is that many democratic experiences take place in the classroom. Boys and girls find that their honest opinions are accepted and respected, and each realizes that he counts as an individual. This is the essence of democracy. . . .

Migration to America has been one of the great mass movements of history. The United States has drawn its peoples from all the lands of the world. Every race and nationality has brought its culture to Cleveland. This has enhanced the color, richness, and strength of the life of our city and our Nation.

The variety of national and racial strains in our population also imposes upon us the task of building unity within this diversity. The tensions and discriminations currently existing between groups, and the danger of their increase is disturbing to thoughtful Americans. Race hatreds and group intolerance are not consistent with the ideals of a nation based upon freedom, equality, and justice for all; their growth threatens our survival as free individuals and as a democratic people. . . .

Intercultural education has as its objective the breaking down of the barriers tending to disrupt our national unity and the establishment of firm bases for mutual understanding and cooperation of the various racial and nationality groups present in our population.

The achievement of this goal will not be easy. It will require the combined effort of individual citizens and of many agencies and institutions—home, church, school, private organizations, and government.

The schools cannot carry this responsibility alone, but the Cleveland public schools for a number of years have had a program designed to build in young people the foundations for harmonious relations between the various groups that make up our population. The program has been continuously and consciously enlarged. It has been a part of the course of study in several departments of instruction and has received much attention in extracurricular activities. . . .

The study of foreign languages enables the student better to understand the ideals, mode of life, civilization, and culture of other nations and thus

(*Turn to page 29*)

Australia Today in Nursery-Kindergarten Education

By Christine M. Heinig, Formerly Federal Education Officer, The Australian Association for Pre-School Child Development

EDUCATION for the 2- to 6-year-old child is at a critical stage in its evolution in Australia. With continued effort, the program in that country will, we confidently hope, develop from a philanthropy to a national program in a way that will offer suggestions to many who are anxious about the "no man's land" of childhood, the 2- to 6-age span, and to those who waste, wait, and wonder, trying to decide whether the public share of the responsibility for these young children is one belonging to health, education, or welfare.

The 50-year-old philanthropic kindergarten programs of Australia received their first Commonwealth recognition in 1938. This came through a Government grant to the Commonwealth Health Department for the purpose of "fostering the care of young children between the ages at which they receive attention at the infant welfare centers and attention from the school medical services." Australia had no Commonwealth Department of Education, and to reach all the States the program was conceived and developed by the department actively concerned with the health and welfare of children, and having close working relationships with related agencies.

The Government acted upon the recommendations of its National Health and Medical Research Council, whose advice was based upon findings of a national nutrition survey[1] which showed that kindergarten attendance influenced favorably the nutrition of all children in the 2- to 6-year-age groups. The survey, completed in 1938, showed that "attendance at a kindergarten aids considerably in producing satisfactory nutrition for the 2- to 5-year-olds and that among the 3- and 4-year-olds attendance absolutely ensures that the children, in general, will be superior to those who do not attend." . . . "The improved nutrition of those attending the kindergartens is all the more striking when it is realized that the children attending the free kindergartens came from badly congested industrial suburbs, whilst the other children (the controls), were drawn from both industrial suburbs and the better class residential areas."

Center in Each Capital City

The Director General of Health, Dr. J. H. L. Cumpston, recognized that this good result of improved nutrition was not only due to the fact that the children received a "fortified" sandwich lunch with milk and a piece of fruit at the kindergarten, but that the mental hygiene or educational program also played its part. Recognizing that the child could not be treated "separately as two things, body and mind, but as one thing, a growing child,"[2] the Director General influenced the decision of the National Health and Medical Council, whose recommendation resulted in the following statement which the Prime Minister included in a letter to each State premier in 1938:

"It has been decided, that a demonstration center should be established in each capital city at which not only will the methods for the care and instruction of young children be tested and demonstrated, but also problems of physical growth, nutrition, and development will be studied. These centers will be under the direction of The Commonwealth Department of Health which is also establishing a research center at Canberra for the investigation of the laboratory problems which will be indicated by these demonstration centers as calling for study. The cooperation of existing kindergarten associations will be sought. This proposal follows upon the lines of suggestions made to the National Health and Medical Research Council and adopted by that Council."

A Treasury grant of £100,000, approximately $320,000, was made as a trust fund to cover the first 5-year period of the program. Model centers, designed and equipped for the purpose were established in each State capital by September 1940, each with a capacity for enrolling 100 2- to 6-year-old children. These centers were named The Lady Gowrie Child Centres honoring Her Excellency, The Lady Gowrie, wife of the then Governor General of the Commonwealth. There are six of these centers and the program is now in its sixth year. With an additional grant of £20,000, sufficient to carry the program for the sixth year, it is anticipated that the yearly continuance of the program is assured.

During the 5 years of this demonstration, the Australian kindergartens have had much wider publicity than they had in all the preceding 50 years of their operation. Private industries, city councils, and groups of citizens have copied building features and equipment in children's centers which they have developed. Many new schools are under way, and the demand for trained teachers has exceeded all immediate possibility of local fulfillment.

The program is significant for the following several reasons:

(1) A National Government, in peacetime, demonstrated to its people their responsibility for fostering child growth along approved standards in the earliest years of childhood.

(2) Facing the facts, a National Government did not fall foul of bureaucracies and argue which service or department should develop the project but sponsored the program directly through the groups equipped and willing to shoulder it: The Health Department and the Commonwealth-wide Association For Pre-School Child Development, a voluntary professional education organization.

(3) Backed with facts about child health, derived from its Nation-wide survey, the Health Department received the Treasury's grant for a program based on preventive medicine and the promotion of child growth. This pro-

[1] *Pre-School Centres in Australia* by Cumpston and Heinig, Commonwealth Department of Health, Canberra, Australia.

[2] "The Lady Gowrie Child Centres," *The Health Record*, Clements and McPherson, Government Printer, Canberra, Australia. '44.

gram produced a natural setting for good mental hygiene (education) with its roots deep in the community. In the children the program produced a magnetic attraction and natural hunger for information and skills. This balanced health and education program has not previously resulted from guidance programs having their origin in classrooms.

(4) The Government gained Nation-wide approval for its program. Working through the local agencies in the several States it secured the support of influential local citizens, and its recognition of the local preschool and kindergarten associations strengthened the hand of those educational agencies within the States and brought them additional local support for the expansion of their work.

Kindergarten of the Air

In 1943, additional public support was won for kindergartens through a radio program that reached every home in the Nation—those located in the cities, in suburban areas, or "out-back" in the great undeveloped areas, and on "stations." Again a Commonwealth agency, the Australian Broadcasting Commission, made this possible. The idea of a Kindergarten of the Air for children who were dispersed and whose schools were closed for safety reasons during early stages of the war, was conceived by two Freemantle kindergarten teachers. After proving an unquestionable success over the State network of Western Australia, the Australian Association for Pre-School Child Development and other kindergarten agencies sponsored it, and the commission programmed it on the national network, supplementing it with a 10-minute Sunday talk for parents.

This program is now recognized as the second most popular educational broadcast. The public now responds in a different way to demands for the support of kindergartens. "Oh," said the elderly head of a finance company when asked for a donation for free kindergartens, "Yes, I know all about kindergarten. That's what my daughter's little boy listens to over the radio every morning. You know he's even got me into the garage workshop making a trolley bus for him out of packing cases because the 'Kindergarten Lady' told him to find something to play trolley bus with. Yes, I'll give you something for kindergartens in addition to anything the firm gives. Great things they are, you know I even listen to the session myself sometime, I like to see the little fellow singing the games with the broadcaster." The Kindergarten of the Air has a firm air-hold in Australia.

Lack of money has been claimed the reason for lack of progress in education in Australia. Therefore when the public demand for nursery kindergartens came with headline magnitude during the war years, 1940–44, the response in the several States was varied.

Tasmania took the initiative through its department of education. It sent students from its State Teachers Training College to the "Mainland" on a 2-year scholarship for the specialized training in preschool education not yet available in that State. It also announced that it would supply teachers and maintenance for any nursery-kindergarten developed by a group of citizens with a building and equipment up to standard and sponsored by the Tasmanian Kindergarten Union. The paper mill and its employees and the residents of New Norfolk developed one such center, which is in its second year. An infant welfare center was also similarly established on an adjacent piece of land. The State education department, itself, helped a parent group at Ulverston to improve its kindergarten so as to comply with approved standards, and that is now supported by State funds.

Thus, in Tasmania, the department of education has shown readiness to respond to the earnest desire of its citizens for developing educational centers for children from 2 years upward which have met the accepted standards for program and physical facilities.

In Western Australia, the only significant response for support to date has been from the State lotteries, the city council, and the roads board. This support is still meager. The Kindergarten Union has developed a program of expansion which includes the organization of five new kindergartens a year for 5 years. The State is struggling the hard way, and is still dependent too largely on subscriptions from the public and on the energies of a small group of interested citizens.

In South Australia, the response for support from public funds is negligible. But in Queensland a political party recently has put itself on record as prepared to assume entire responsibility for a State-wide program of preschool centers. During the war years, the State department of education reserved land adjacent to State schools in outlying communities for the development of preschool center units. It also provided money for the improvement of two privately sponsored kindergarten play groups and is now maintaining the two schools. The State, through the education department, has also increased its subsidy to the philanthropically sponsored Kindergarten Training College and is sending an average of 10 students a year from the State Teachers College for 2 years of training in child development and preschool method.

The Creche and Kindergarten Association (the philanthropic body) and the director of education have shown their willingness to merge their work and coordinate their efforts to make way for the State-wide development of nursery-kindergartens through providing the machinery of a coordinating committee. This committee is composed of an equal number of representatives of each body. It will serve as a clearing house between the two groups and recommend procedures during the period of transition. Time will tell how earnest those who control the State finances are in carrying out their proposals. The State department of maternal and infant welfare is eager to combine its services with the development of these preschool centers.

In New South Wales, the State department of education desires to obtain a position of leadership in preschool education, though it is not yet equipped with trained leaders, teachers, nor an adequate budget to carry out the work.

The Victoria Plan

The State plan which has enabled the most rapid progress to be made is that of Victoria. The State department of education, when asked the question by the State department of health, cleared the issue of administration by declaring that for financial reasons it would take no part in a pro-

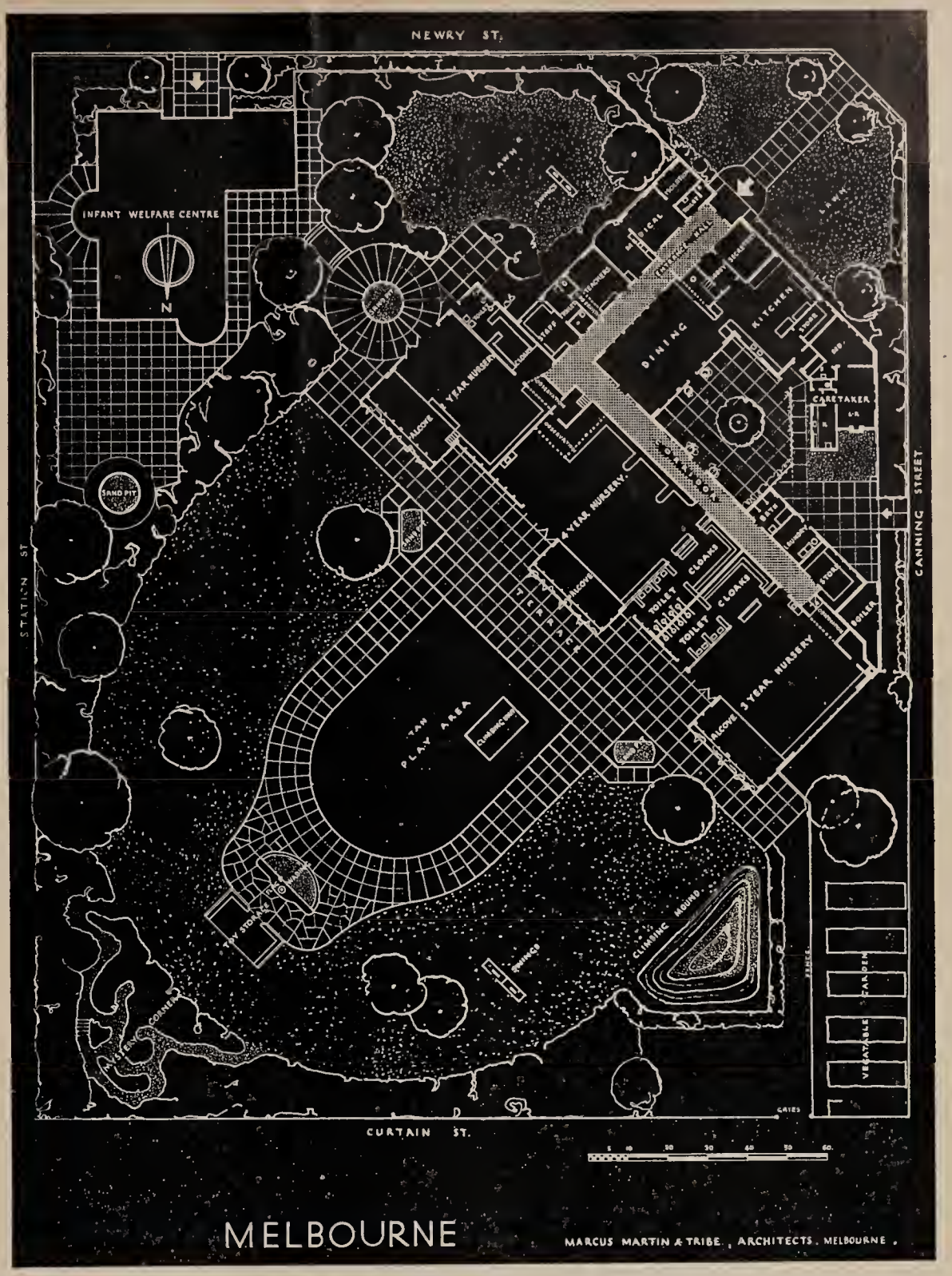
gram of preschool education. Although money for welfare uses comes out of a central pool and from general taxes, the department of health said it would (and it did) seek a grant that would enable it to offer a program which, with support it was confident it would gain from city councils and citizens, would bridge the gap in child welfare between infant welfare and State school services.

Newly appointed State ministers for education and health redistributed the responsibilities of their portfolios and arranged that all public-health services from prenatal throughout the compulsory school age and including school health services became the responsibility of the Minister for Health. This Minister appointed a qualified preschool education officer to the State health department of maternal and infant welfare, and changed the name of that department to department of maternal, infant, and preschool child welfare.

The Director of that department, Dr. Vera Scantlebury-Brown, has outlined a program [3] whereby, in each thickly populated residential area, preferably within a radius of 1 mile, the services at the infant welfare centers will be expanded and become preschool community centers offering, in addition to their present maternal and infant welfare services, preschool play groups, day nurseries, or nursery-kindergartens, variously, according to established needs. The transfer of children from this program to the State school when they are 5½ or 6 years old will thus require no adjustment for children and parents in the area of health, and this continuity in itself should be such a liaison that the child will pass smoothly into the more formal school program. It is to be hoped that this administrative set-up will offer fertile ground and that opportunities will be taken to conduct experiments in the regrouping of children in the over and under 8-year-old classification, already successfully demonstrated in Edinburgh.

Examples of the ability of educational and health workers to cooperate happily and coordinate their efforts for the benefit of treating the child as a *whole* are available in the administrative set-up of the Lady Gowrie Child Center program and in each of its six units. In the initial planning the duties and responsibilities of the educational officer and the medical officer were set out by joint agreement. The lines of cleavage, though merging one with the other, were sufficiently distinct so that areas of activity for doctor, nurse, social worker, and the directing teacher could be defined, and details of adjustment of these, according to the need of a family or child or particular situation, were worked out through the weekly staff case study meeting to the general satisfaction of all.

In Victoria, there is also complete cooperation between the philanthropic kindergarten group which was the first agency in the field, and the State depart-



The Lady Gowrie Child Center in Melbourne is typical in plan of all the centers. The above ground plan shows Infant Welfare and School on the same block of land, one medical officer serving both. South of the Equator, northeast is the desirable exposure for children's rooms.

[3] *Annual Reports, Director Maternal and Infant Welfare*, Victorian State Department of Health, State Health Department, Victoria, Australia, 1944–45.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

ment of health for the development and widening of preschool services. It is recognized that as the State takes over the financial responsibilities more completely and will thus naturally carry the administrative burden, the pioneering of the Kindergarten Union will be directed into other channels. In addition to maintaining its 38 nursery-kindergartens on a demonstration level during transition years while additional centers are forming under the new administrative scheme with State subsidies, its great and urgent responsibility lies in the field of teacher training. It must find ways for expanding its training college in order to graduate 100 teachers a year instead of its present number of 20. To this organization may also fall the lot to make the initial experiments of grouping children in the educational unit "two to eight."

In Keeping with Findings of Science

The nursery-kindergarten program in Australia is the one educational program which demonstrates the "all-round" or developmental approach to education and its sponsors have developed schools with adequate equipment and teachers properly trained to carry out the ideals involved. In carrying out their responsibilities thus constructively, the kindergarten associations have demonstrated a program of education in keeping with the findings of science. Kindergarten centers have provided a standard for wartime child centers and are now being used as models for those promoting child minding centers during this interim period of lag between demand and supply of teacher-staffed preschool child-care centers.

The decline in population in Australia is an exceedingly acute national problem. A recent National Health and Medical Research Council report recommends the organization of nursery-kindergarten day-care centers in each community as an immediate way of relieving mothers of the present heavy homemaking burdens magnified by the war and by postwar adjustments. Thus the health of mothers would be benefited through a program helping to conserve their energy for part of the day, and parents would be encouraged to increase the size of their families if assured of supplementary child-care help. "Home help" seems to be out of the question due to the strict "all white" emigration policy of the Commonwealth.

Many Common Bonds

Australia is aware of its problems and has had its department of postwar reconstruction studying and planning during the war years. Such national planning bodies are important because State independence can be maintained to the detriment of national progress. An aid in the cooperative effort should be found in the recently organized Commonwealth Office of Education.

Australians and Americans have many common bonds. We are both pioneering countries rich in resources which can be developed. We have the same frank, ready approach to our problems. We are both young in our outlook. Now we have also "Pacific" problems in common. We should get to know each other in ways more fruitful than the normal and relatively small exchange of tourists and commercial travelers, or through the recent "invasion" of war brides!

A small population can experiment in ways that a great population might find difficult. There is much to learn in both countries of mutual educational value. The best way to learn and to understand each other is to work together. We are ready *now* for a plan whereby we can exchange teachers. There are many teachers in both countries eager for such opportunities.

Expenditures Per Pupil in City Schools

BELOW is presented the second in a series of tables giving per pupil expenditure data for certain city school systems in advance of the annual Study of "Expenditures Per Pupil in City Schools," prepared by Mary Ella W. Banfield of the Statistical Division. (The first table, containing similar data for 45 cities of 100,000 population or more, appeared in the June 4 issue of "Education for Victory," page 21).

The accompanying table shows per pupil expenditures for 68 city school systems, 26.7 percent of all systems in cities with populations of 30,000 to 99,999, inclusive, population group II. Data are for the six major current expense accounts of full-time day schools below the college level and were secured from the regular biennial form used by the Office to collect city school statistics.

What Analysis Shows

From 1940–41 to 1943–44 all cities show an increase in total yearly current expenditure per pupil in average daily attendance, ranging from 4.8 to 49.6 percent. The percent of increase in the arithmetic mean (average) expenditure is 24.0 for the same period. An analysis of the basic data for the cities at the two extremes of the range, shows that the cities with the greatest *decrease* in average daily attendance have the greatest *increase* in per pupil expenditure. That a decreased average daily attendance is general is indicated by the fact that the total average daily attendance for the group studied decreased 9.1 percent from 1940–41 to 1943–44, and in several of the individual cities the decrease was almost 25 percent.

Another factor influencing the increase in per pupil expenditures was the prevalent policy of increasing teachers' salaries. In the city showing the highest percent of increase in the 4-year period, almost the entire increase was in one item of the budget—teachers' salaries. In 1940–41, the average salary paid to a teacher in this city school system was $1,244 while by 1943–44 the average had risen to $1,821.

(*See table on next page*)

Total yearly current expenditure per pupil in average daily attendance, expenditure per pupil for the six major current expense accounts, and percent each account is of total current expense, in city school systems, 1943–44

GROUP II.—68 CITIES OF 30,000 TO 99,999 POPULATION (INCLUSIVE)

City	Total yearly current expenditure				Administration		Instruction		Operation of physical plant		Maintenance of physical plant		Auxiliary school services		Fixed charges [1]	
	1940–41	1941–42	1942–43	1943–44	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arithmetic mean of group II	$109.11	$115.65	$122.50	$135.28	$4.71	3.5	$103.49	76.5	$17.32	12.8	$5.14	3.8	$2.62	1.9	$2.00	1.5
Fort Smith, Ark	56.79	55.43	58.46	68.97	3.34	4.8	54.13	78.5	7.99	11.6	1.88	2.7	.39	.6	1.24	1.8
Little Rock, Ark	62.07	60.28	68.42	70.66	3.65	5.2	55.14	78.0	8.24	11.7	1.34	1.9	1.17	1.6	1.12	1.6
Alhambra, Calif	132.79	141.23	151.92	156.62	8.85	5.6	118.13	75.4	16.09	10.3	4.01	2.6	5.84	3.7	3.70	2.4
Glendale, Calif	136.32	146.07	150.30	166.22	7.77	4.7	130.27	78.4	18.37	11.0	4.81	2.9	3.27	2.0	1.73	1.0
Santa Barbara, Calif	155.63	167.10	170.21	175.59	6.17	3.5	131.69	75.0	20.88	11.9	5.74	3.3	6.10	3.5	5.01	2.8
Stamford, Conn	127.25	148.89	161.80	178.86	3.94	2.2	140.74	78.7	20.00	11.2	8.26	4.6	4.85	2.7	1.07	.6
Waterbury, Conn	131.10	138.63	155.11	167.22	3.62	2.2	131.73	78.8	20.10	12.0	6.92	4.1	1.09	.6	3.76	2.3
West Hartford, Conn			132.79	136.83	3.46	2.5	106.33	77.7	17.63	12.9	4.43	3.2	3.22	2.4	1.76	1.3
Aurora (East Side), Ill	92.60	100.18	111.70	126.67	3.36	2.7	96.79	76.4	18.10	14.3	6.07	4.8	1.31	1.0	1.04	.8
Danville, Ill	74.30	81.76	87.58	98.53	3.51	3.6	68.91	69.9	14.09	14.3	10.37	10.5	.77	.8	.88	.9
Decatur, Ill	75.51	80.80	85.58	93.98	2.33	2.5	73.56	78.3	12.31	13.1	2.83	3.0	2.95	3.1		
Elgin, Ill	89.02	93.31	103.79	119.39	2.84	2.4	93.10	78.0	16.94	14.2	4.38	3.6	1.30	1.1	.83	.7
Moline, Ill	110.00	109.03	120.29	117.39	6.07	5.2	79.53	67.7	20.11	17.1	8.17	7.0	1.61	1.4	1.90	1.6
Quincy, Ill		108.81	101.78	114.52	4.09	3.6	87.26	76.2	15.89	13.9	3.96	3.5	.27	.2	3.05	2.6
Rock Island, Ill	78.13	86.08	88.16	94.41	3.85	4.1	71.55	75.8	13.34	14.1	3.49	3.7	.92	1.0	1.26	1.3
Elkbart, Ind	87.33	98.83	101.04	113.83	3.80	3.4	86.54	76.0	13.95	12.3	6.52	5.7	.92	.8	2.10	1.8
Evansville, Ind	103.47	111.88	115.59	126.59	2.95	2.3	97.65	77.1	12.49	9.9	9.32	7.4	2.68	2.1	1.50	1.2
Davenport, Iowa	104.61	107.92	119.46	126.71	4.65	3.7	92.15	72.7	19.29	15.2	7.30	5.8	2.72	2.1	.60	.5
Dubuque, Iowa	134.01	136.94	151.53	164.45	6.23	3.8	120.65	73.4	27.54	16.7	5.29	3.2	3.25	2.0	1.49	.9
Ottumwa, Iowa	80.65	86.74	87.92	101.25	3.54	3.5	78.11	77.1	12.94	12.8	4.57	4.5	.89	.9	1.20	1.2
Covington, Ky	110.63	114.32	119.20	128.35	3.52	2.8	102.85	80.1	15.41	12.0	4.40	3.4	.77	.6	1.40	1.1
Lexington, Ky	74.83	84.83	98.39	102.40	3.43	3.4	83.44	81.5	9.84	9.6	3.11	3.0	1.95	1.9	.63	.6
Brookline, Mass	162.92	163.69	176.58	195.44	3.98	2.0	149.63	76.6	27.24	13.9	9.67	5.0	3.92	2.0	1.00	.5
Chicoppee, Mass		123.68	142.14	146.48	3.97	2.7	109.06	74.5	20.79	14.2	5.46	3.7	6.14	4.2	1.06	.7
Holyoke, Mass	133.22	141.74	164.56	175.01	4.78	2.7	131.75	75.3	24.73	14.1	6.40	3.7	5.25	3.0	2.10	1.2
Lynn, Mass	113.14	119.33	140.55	152.82	5.37	3.5	114.39	74.9	22.77	14.9	5.82	3.8	3.75	2.4	.72	.5
Medford, Mass	107.59	112.14	109.29	123.78	3.35	2.7	100.99	81.6	15.78	12.7	1.97	1.6	1.69	1.4		
Salem, Mass	101.09	117.43	145.17	147.45	3.86	2.6	113.67	77.1	20.49	13.9	5.82	4.0	2.57	1.7	1.04	.7
Battle Creek, Mich	104.50	105.89	[2] 116.54	131.02	5.01	3.8	95.34	72.8	21.62	16.5	4.08	3.1	3.66	2.8	1.31	1.0
Dearborn, Mich	[2] 152.36	[2] 160.08	180.98	170.70	7.44	4.4	124.74	73.1	27.44	16.1	6.46	3.8	4.52	2.6	.10	.0
Jackson, Mich	94.10	106.18	122.48	129.87	5.91	4.6	94.94	73.1	22.10	17.0	4.82	3.7	1.26	1.0	.84	.6
Kalamazoo, Mich	111.00	128.24	139.04	142.05	4.32	3.0	105.87	74.5	22.80	16.1	3.78	2.7	3.52	2.5	1.76	1.2
Lansing, Mich	94.86	101.93	107.27	130.12	3.42	2.6	99.53	76.5	21.51	16.5	4.05	3.1	1.10	.9	.51	.4
Jackson, Miss	48.73	54.35	55.36	72.70	3.02	4.1	59.46	81.8	5.65	7.8	3.40	4.7	.22	.3	.95	1.3
Joplin, Mo	58.93	56.50	[3] 65.28	81.72	3.11	3.8	60.73	74.3	11.04	13.5	4.99	6.1	1.05	1.3	.80	1.0
Nashua, N. H	109.98	117.14	120.38	128.52	5.38	4.2	90.47	70.4	21.35	16.6	1.41	1.1	7.31	5.7	2.60	2.0
Atlantic City, N. J	161.96	173.59	200.19	205.31	6.51	3.2	156.14	76.0	25.79	12.6	7.83	3.8	6.98	3.4	2.06	1.0
East Orange, N. J	175.65	175.96	187.91	203.96	6.28	3.1	164.91	80.9	20.89	10.2	6.14	3.0	4.18	2.0	1.56	.8
Hoboken, N. J	161.76	164.81	192.65	207.95	9.73	4.7	149.51	71.9	34.35	16.5	3.05	1.5	10.33	5.0	.98	.4
Irvington, N. J	143.45	159.84	166.86	181.69	6.24	3.4	137.99	76.0	25.51	14.1	7.12	3.9	3.69	2.0	1.14	.6
Montclair, N. J	200.45	207.92	217.55	242.66	10.12	4.2	192.95	79.5	28.65	11.8	5.21	2.2	4.47	1.8	1.26	.5
New Brunswick, N. J	139.95	147.07	161.06	178.22	5.54	3.1	143.25	80.4	15.45	8.7	7.09	4.0	5.09	2.8	1.80	1.0
Plainfield, N. J	158.71	163.60	166.54	179.04	4.76	2.7	140.75	78.6	21.57	12.0	6.36	3.6	4.19	2.3	1.41	.8
Albuquerque, N. Mex	71.95	72.84	78.23	88.78	3.18	3.6	71.25	80.3	7.53	8.5	2.08	2.3	2.70	3.0	2.04	2.3
Elmira, N. Y	125.79	130.50	140.38	142.92	3.12	2.2	111.39	77.9	12.50	8.7	2.85	2.0	3.81	2.7	9.25	6.5
Jamestown, N. Y	130.73	139.91	150.21	161.01	8.57	5.3	116.56	72.4	19.43	12.1	2.77	1.7	3.31	2.1	10.37	6.4
Troy (Union District), N. Y	141.52	144.19	161.01	166.50	4.83	2.9	117.20	70.4	24.95	15.0	5.87	3.5	4.05	2.4	9.60	5.8
White Plains, N. Y	220.70	236.92	253.00	257.54	6.62	2.6	193.73	75.2	27.74	10.8	7.26	2.8	5.32	2.1	16.87	6.5
Cleveland Heights, Ohio	180.93	180.46	185.46	196.40	8.45	4.3	137.70	70.1	18.44	9.4	21.54	11.0	4.44	2.2	5.83	3.0
Lakewood, Ohio	156.44	161.42	171.33	190.43	6.06	3.2	143.98	75.6	22.74	11.9	10.43	5.5	2.14	1.1	5.08	2.7
Marion, Ohio	78.28	82.38	85.71	85.88	3.10	3.6	63.73	74.2	13.60	15.9	2.34	2.7	.12	.1	2.99	3.5
Steubenville, Ohio	105.09	121.32	123.36	126.92	2.57	2.0	96.72	76.2	19.09	15.1	3.59	2.8	1.24	1.0	3.71	2.9
Harrisburg, Pa	123.73	134.34	137.67	161.30	6.67	4.1	120.88	74.9	19.83	12.3	6.91	4.3	2.40	1.5	4.61	2.9
New Castle, Pa	94.59	104.43	113.87	132.50	5.20	3.9	96.18	72.6	18.88	14.3	7.27	5.5	1.64	1.2	3.33	2.5
Wilkes-Barre, Pa		118.81	116.90	151.29	6.09	4.1	114.41	75.6	22.72	15.0	.93	.6	3.32	2.2	3.82	2.5
Cranston, R. I	100.34	108.83	111.42	120.66	3.19	2.6	97.27	80.6	15.46	12.8	1.88	1.6	2.77	2.3	.09	.1
Spartanburg, S. C	54.46	57.52	63.14	73.10	1.51	2.1	62.30	85.2	5.31	7.3	2.38	3.2	1.00	1.4	.60	.8
El Paso, Tex	69.60	78.02	77.76	78.54	5.93	7.5	62.35	79.4	5.97	7.6	3.22	4.1	.36	.5	.71	.9
Port Arthur, Tex	72.56	78.04	76.98	81.13	5.43	6.7	63.78	78.6	8.69	10.7	2.02	2.5	.98	1.2	.23	.3
Waco, Tex	63.87	69.73	71.71	79.17	2.97	3.8	65.79	83.1	6.82	8.6	2.45	3.1	.99	1.2	.15	.2
Petersburg, Va		66.64	77.07	90.65	2.39	2.6	76.17	84.0	9.03	10.0	2.08	2.3	.98	1.1		
Portsmouth, Va	56.75	60.95	71.58	84.89	1.59	1.9	71.75	84.5	7.00	8.2	3.21	3.8	1.00	1.2	.34	.4
Everett, Wash	105.09	97.84	110.07	110.18	2.83	2.6	82.89	75.2	14.16	12.9	6.17	5.6	3.75	3.4	.38	.3
Madison, Wis	131.52	131.93	150.22	155.07	4.58	3.0	122.36	78.9	22.37	14.4	2.85	1.8	2.15	1.4	.76	.5
Oshkosh, Wis	102.88	108.79	117.94	136.25	3.29	2.4	105.12	77.2	20.99	15.4	4.05	3.0	2.50	1.8	.30	.2
Racine, Wis	99.78	104.61	110.38	127.19	2.97	2.3	97.13	76.4	17.32	13.6	7.62	6.0	1.13	.9	1.02	.8
Sheboygan, Wis	89.95	97.73	102.98	117.80	3.70	3.1	87.80	74.6	16.89	14.3	4.83	4.1	2.03	1.7	2.55	2.2
West Allis, Wis	118.43	128.32	143.51	145.43	3.86	2.7	112.75	77.5	21.32	14.7	6.26	4.3	1.19	.8	.05	.0

[1] Allocated to pupil expenditure.
[2] For Fordson District only. Two school districts of Dearborn consolidated in 1943–44.
[3] Corrected ADA figure submitted after publication of 1942–43 data. (U. S. Office of Education Circular 230.)

Teacher Development in Nursery School

THE following plan of in-service training here described by Eleanor Beach, Supervisor of Nursery Schools and Carl Kumpf, Director of Extended School Services is in operation in the public schools of Rochester, N. Y., to meet the shortage of trained nursery school teachers.

As Federal funds were made available under the Lanham Act, the number of nursery schools began almost overnight to double and triple until at present there are in the United States approximately 2,000 nursery schools for the children of working mothers. This does not include the many private and agency-operated nursery schools which were in existence prior to the present war emergency.

The supply of trained personnel has not increased to keep pace with the growth of nursery schools. What, then, can be done to staff these greatly expanding child-caring facilities? How can staffs be helped to do the kind of job that will invite public confidence in and support of nursery education?

An 11-Point Plan

Following is at least a partial answer to this problem. The plan was developed in connection with eight nursery schools which are a part of the extended school program of Rochester, N. Y. Officials responsible for improvement of instruction at the nursery school level may find this 11-point plan suggestive.

1. No source is left untapped for finding the best equipped teachers. Teachers with a college degree, and a major in nursery education, are of course preferred, but if none are available, teachers trained for primary education are selected. Other college graduates with minors in child development often make good risks.

2. Applicants for nursery school teaching without special training in the field of early childhood education are asked to serve as volunteers for a short period of time. This plan serves two purposes. It gives opportunity to ascertain whether or not the applicant possesses certain qualities essential for becoming a nursery school teacher, and it also enables the candidate, after seeing the program in action, to decide whether she is adapted for this kind of service.

Some applicants have rather distorted ideas concerning the duties and responsibilities involved in nursery school teaching. This procedure allows the candidate to become familiar with the nursery school program gradually, and the trial experience reduces the possibility of an unwise placement with responsibility for a group of children.

Once or twice during this volunteer period, the prospective teacher is scheduled for a conference with the nursery school supervisor. At this time, philosophy, goals, and techniques of nursery school education are discussed. The applicant has opportunity to ask questions and is given guidance in the direction of desirable attitudes and practices.

If both parties are satisfied the candidate is assigned.

3. A new teacher, unless she has adequate qualifications, is started as an assistant teacher. She is watched and helped constantly. As soon as she indicates adequate proficiency and ability she is moved to teacher status. Many new staff members have been able to take this step in only 1 month. Some of the criteria for teacher status are the following:

Possesses an understanding of techniques regarding play activities, routines, stories, and music.

Follows a program plan and adapts it to new needs as they arise.

Handles small groups of children successfully.

Has good relationships with both children and adults.

The program director and supervisor watch teacher performance continually and teachers receive promotions, as expansion and turnover provide frequent opportunity for good teachers to advance. The fact that advancement depends entirely on performance encourages professional growth of teachers.

4. The teachers within a nursery center confer frequently on matters concerning the well-being of the children in the center. This involves the study of individual children, use of desirable procedures, physical aspects of the school, and many others. Problems arising from time to time in the center are quickly and effectively ironed out in this way. The supervisor and the director are asked to sit in on these conferences. New teachers are greatly helped by these discussion periods.

5. Head teachers and assistant head teachers actively participate in teacher training. They are "on-the-spot" to help all beginning teachers. On the whole, they do a superb job of integrating new arrivals in their staffs.

6. All head teachers meet with the program supervisor once a month. At these meetings general matters of nursery school principles and practices are discussed. Head teachers take recommendations back to their centers for discussion in the center staff meetings. Appropriate action is taken from this point. Monthly meetings are also held with assistant head teachers to keep up standards in centers when head teachers are off duty.

7. Four general staff meetings are held during the year. These meetings serve to orient the nursery school teacher in the broader problems of the community. She sees the relation of her work not only to the specific children and parents of her nursery school but also to the locality, State, and Nation.

8. Teachers are transferred from one center to another in order to put them into contact with the head teacher or the center that can do the most to bolster weak points in their performances and to provide adequate opportunity to develop their strengths. Each head teacher has particular abilities. When there is reason to believe that a new teacher would develop more rapidly with a different head teacher, she may be placed in another school after all factors are considered, but care is taken not to subject children to too frequent change-over.

9. A handbook on nursery school practice which serves as a guide and manual of instruction is provided each teacher. Many questions which arise from time to time can be answered by referring to the handbook.

(*Turn to page 30*)

VOCATIONAL EDUCATION

Interest Measurement–Questions and Answers

By Fred M. Fowler, Specialist, Individual Inventory and Counseling Techniques

To add objective evidence of interests to the individual inventories of students is in keeping with good practice in a guidance program. But there are some dangers to an enthusiastic overemphasis on any one technique in a guidance program.

Adequate preparation should be a prerequisite to the use by any one of the results of measuring devices for the counseling of students. In the absence of such preparation, the greatest care should be exercised in making interpretations of interest scores. To aid in guarding against the improper use of interest measuring devices, answers to a series of questions have been gleaned from the recognized literature.

I. What Is Interest?

Strong (11) says, "Experimentally an interest is a response of liking" (p. 6); and, "Interest is an aspect of behavior, not an entity in itself" (p. 8). Bingham (2) states that an interest, ". . . is a tendency to become absorbed in an experience and to continue in it" (p. 62); and, "We usually want to do what we like to do; and we like to do what interests us" (p. 61).

Before interest can be dealt with in a counseling situation it must be expressed in some objective, quantitative way. Strong points out three conceptions of interest expression: (a) "A single expression such as, 'I like arithmetic'"; (b) "A general tendency toward a constellation of items, as when we state that a man has mechanical or scientific interests"; and (c) "As the total score on an interest inventory, as a lawyer or a high masculinity-femininity score" (p. 19).

Single expressions of liking may have limited value in counseling. But a systematically obtained pattern or aggregate of such single expressions can make it possible to say that "A man has mechanical or scientific interests" (such an expression as is afforded by the *Kuder Preference Record*); or that he has the "interests of an engineer or a lawyer . . ." (such an expression as is given by the *Strong Vocational Interest Blanks*).

II. Are Self-Estimated Interests Dependable? Why Use "Measured" Interests?

There are two chief arguments, both supported by ample studies, against dependence upon self-estimated interests in choosing an occupation. One of these arguments concerns the factors which interfere with making a realistic choice—factors leading students to declare occupational goals too hard to reach. Williamson (14) notes some of these factors, ". . . too early choice, parental influence, overestimate of earning, and desire for social prestige . . . all these factors may . . . cause the choice of an occupation not consonant with abilities" (p. 449). Williamson also points out (p. 454) that students with emotional problems are likely to choose goals without regard to aptitudes or genuine interests. Again, a person may possess occupational interests without being aware of having them. A test is useful in discovering such a fact.

The second major argument against dependence upon self-estimated interests calls attention to the frequent disagreement between self-estimated and measured interests. Two out of many studies will be noted here.

Crosby and Winsor (7) made a study of the validity of the students' self-estimated interests. The *Kuder Preference Record* was administered to 127 men and 95 women (sophomores in Cornell University) and comparison made with the results of their estimates of their interests. The "r's" averaged from .39 on social service to .62 on persuasive, or in general only about 15 percent better than chance. Their estimates of their percentile rank on their height (something definitely within their experience) correlated .74 with their actual position in the population. The more intelligent were slightly more able to estimate their interests. Women more accurately estimated their interests in the social service area.

Strong (p. 31) quotes from Ralph C. Bedell's (1) study on the validity of self-estimated interests ". . . in general self-estimates predict scores for the given occupation no more accurately than such estimates predict the scores for some other occupation. . . . Increased support [is given] to personnel workers who insist that students self-estimated vocational interests are insufficient evidence upon which to diagnose the amount of satisfaction that will be obtained in a vocation. . . . A grave question is raised toward the validity of educational procedures largely based upon the self-estimated interests of students." And Strong supplements this quotation by saying, "Expressed choice must be replaced by carefully considered measures of the individual abilities and interests."

III. Which Interest Test Should Be Used?

The question of *which* interest test to use is raised at this point because it affords opportunity to present needed background for the questions to follow. The more basic question of the advisability of using an interest test at all comes better at a later point, since its partial answer is implicit in the answers to each of the other questions. Recommendation of a specific test will not be made. Attention rather will be called to the factors which will indicate the particular test best suited to any local situation.

Choice of an interest test to be used in an individual instance or as a part of general policy in a testing program must depend of course on many factors. Among the more important considerations are the following: Reliability; validity; age-grade-maturity of students; the kind of expression of interest desired (single occupational scores, or group or occupational area scores); available facilities and budgets; personal perference of the user (other things being equal familiarity with a test is an asset).

All of the known interest tests are described and evaluated by Burros (3), Carter (4), Fryer (10), Strong (11). In the selection of tests for counseling, experimental evidence of their value is important. More research has been done on the *Strong Vocational Interest Blanks* than on any of the other instruments. Research is rapidly accumulating also on the *Kuder Preference Record.* It is probably safe to say that these two are the most widely used of all the interest tests.

The *Strong Vocational Interest Blanks* are based upon the idea that successful workers in a given occupation have a characteristic pattern of likes and dislikes which is different from that of workers in other occupations. In the blanks for men, there are 400 items to be marked as to likes, dislikes, or indifferences. In the blanks for women, there are 410 items to be similarly marked. Scales have been prepared for the men's blank to yield scores on 35 occupations. For the women's blank, there are scales for 19 occupations. Three special scales help to interpret interest patterns—occupational level, interest maturity, and masculinity-femininity.[1]

Scales have also been prepared to yield group scores for related occupations, a device especially useful in counseling young people. The scoring of the *Strong Vocational Interest Blanks* is laborious and, therefore, rather expensive, a fact which tends to discourage extensive use. Validity and reliability of items have been studied and reported more extensively for the Strong blanks than for any other interest test.

The *Kuder Preference Record*, like a number of other interest tests, is based upon the idea that individuals have measurable preferences for types of activity which are characteristic of general types of work. Scores are yielded for nine of these types of activity: Mechanical, computational, scientific, persuasive, artistic, literary, musical, social service, and clerical. The scores are derived from 168 expressed preferences for one activity as compared with two other activities. Scoring is relatively simple and can be done by the one taking the test. The author of the test lists specific occupations corresponding to these activity scores. It is generally agreed that more study is desired on the validity and accuracy of this occupational classification.

There is some justification for belief that a basic difference makes the Strong and Kuder instruments supplementary. At any rate, it would be well to exercise caution, as advised by Wittenborn, Triggs, and Feder (15), in interpreting the results of the Kuder in terms of the Strong, and vice versa.

IV. What Relationship Does Interest Have to Ability? To Other Traits?

Competent studies unanimously support the warning against the dangers of drawing conclusions from the results of interest tests about abilities or other traits. Strong (11) p. 332, presents a table reporting a number of studies comparing the results of different intelligence tests with measures of interests and concludes that, "Occupational interest scores correlate in the neighborhood of zero with intelligence"; and again (p. 18) ". . . if a student has sufficient interest to elect a college course, his grade in it will depend far more on his intelligence, industry, and previous preparation than on his interest."

There is general agreement that prediction cannot safely be made of success either in a school subject or in subsequent employment on the basis of high interest scores alone. This, of course, does not mean that interest may not be an important factor in scholastic achievement and occupational success. But judgments need to be based upon a *full* inventory of pertinent personal data, of which evidence of interests is only one part. This would be true even in the one occupation, life insurance salesman, in which it has been shown by Strong (11), p. 500, that a high interest score does indicate occupational ability.

General agreement seems to exist, too, that interest test scores are not a dependable basis for conclusions about a student's attitudes and adjustment. Tyler (13), for example, concludes that no appreciable relationships exist between interests and neurotic tendencies. However, Tyler's study did indicate significant relationships of interest with feelings about organized social affairs and friendship with many people; also with attitudes toward religion in men.

Counselors may get a useful point of view about the bearing which interests may have in the relationship between vocational and avocational or leisure-time activities in a statement by Super (12) p. 88, that "Men who find in their vocations an outlet for their major interests are likely to have hobbies which resemble their vocations, whereas men who do not have adequate vocational outlets tend to develop outside activities which rival their vocation in claiming time and thought. Those whose avocational activities supplement and extend their vocations not only tend to be better adjusted, but to be more stable vocationally. This shows how interests may operate to speed up or slow down the development of skills, the accumulation of knowledge, and vocational progress."

V. How Permanent Are Interests?

Although all interests are learned and therefore present interests may be modified, yet it is generally agreed that interests even at the high-school age level, are marked by patterns which have increasing stability with advancing age.

Carter (4) p. 52, cites the studies made by Remmers and others and says, ". . . they furnish proof that environmental influences can be arranged to produce desired effects upon vocational preferences," p. 52. But Carter goes on to say that sudden changes in interests should not be expected. "Vocational interests are a manifestation of deeply ingrained traits of personality; they may be amorphous or clean cut, but they are not usually evanescent. The degree to which interests develop and change with age . . . is dependent upon the achievement of sound personality integration as one's life progresses."

[1] Darley (8) has given concise definitions of the traits measured by these three scales:

Masculinity-Femininity may be thought of as ". . . a continuum based on the extent to which the individual's attention is held by technical depersonalized, manipulative, concrete activities or objects in his environment (masculinity) or by cultural, aesthetic, personalized, symbolic, appreciative activities or objects in his environment (femininity)."

"Interest-maturity, re-defined as a phase of personality, might characterize the well-organized, socially generally mature, tolerant, insightful individual."

"Occupational level, a quantitative statement of the eventual adult 'level of aspiration,' represents the degree to which the individual's total background has prepared him to seek the prestige and discharge the social responsibilities growing out of high income, professional status, recognition of leadership in the community—."

Strong (11) p. 10, says, "Since interests involve reactions to specific things, they must all be learned. Accordingly, they may be modified later on by reeducation." Strong goes on to quote E. L. Thorndike (The Psychology of Wants, Interests, and Attitudes, D. Appleton, Century Co., 1925, p. 189) "The results of our experiments support the conclusion that a person can be taught new attitudes and tastes as surely though not as easily as he can be taught facts or skills."

After reviewing all the experimental evidence, Strong (p. 380) concludes that "vocational interests found among college students and to a lesser degree among juniors and seniors in high school cannot be attributed to formal training or experience in those pursuits. Hence, it appears that the interests characteristic of occupational groups are present to a large degree prior to entrance into the occupation and so are a factor in the selection of the occupation."

Strong has shown (p. 370–371) that the chances of a "C" rating to change to an "A" rating or vice versa within a 10-year period following administration to college seniors are nil; similarly the chances are extremely small for such changes to occur for high-school juniors over a 6-year period.

VI. How Reliable Are Interest Tests?

The degree to which a test can be depended upon to measure the same things each time it is administered is an important earmark of its usefulness. The manual for Form BB of the *Kuder Preference Record* reports test—retest reliabilities on 41 graduate students and a 3-day interval from .93 to .98. Another study using 50 college women and a 3-day interval yielded reliabilities from .84 to .96. Still another study by a method of "rational equivalence" produced reliabilities from .84 to .96 on 100 eighth-grade pupils. Carter, (4) p. 21, reports satisfactory reliabilities for the Kuder. Studies reported in the literature generally substantiate the above findings. The conclusion seems justified that this test compares favorably in reliability with most scholastic aptitude tests.

Strong (p. 77–80) reports reliabilities on his revised men's scales which range from .727 for C. P. A. to .938 for author-journalist. Fourteen of the thirty-eight reported scales are .90 or above; 12 more are .87 or above; only 1 scale is below .80. Reliabilities for the different group scales are: I, .936; II, .943; V, .905; VIII, .851; IX, .935, X, .934.

The 19 women's scales range from .74 for life insurance saleswomen and for masculinity-femininity to .94 for author. Five of the nineteen scales are .90 or above.

Strong (p. 83) quotes Baxter and Paterson, who report the relative efficiency of different kinds of tests in their article, "A New Ratio for Clinical Counselors" in the *Journal of Consulting Psychology*, 1941, 5:123–26. The smaller the ratio, the more reliable the test.

Tests:

	$\sqrt{1-r}$ II
Achievement	.20
Scholastic Aptitude	.30
Reading	.32
Special Aptitude	.32
Personality	.40

Strong says that his masculinity-femininity and interest maturity scales would fall between the first two in the above table. The 12 professional scales between the second and third and the rest would fall between the last two.

Carter, (4) p. 22, from a review of reported studies, concludes that ". . . most of the interest scales of the Strong Blanks have average reliabilities equal to those of group tests of intelligence." He says that this conclusion applies to use of the blanks on both high-school and college levels. Carter (p. 21) also believes that the Kuder is, ". . . better suited for use with high-school than with university students."

VII. Are Interest Tests Valid?

The question of validity strikes at the heart of interest measurement for counseling purposes. An interest test can give little aid to a counselor unless the meaning which it has for occupations, or occupational areas is known. Indeed, to impute meaning may do actual harm to a puzzled student.

Strong (11) p. 381–382, declares that, "The criterion of a vocational-guidance test is not that of vocational counseling, although the two are frequently confused. A test is a tool, its validity is an expression of how well it performs the function for which it was designed. Vocational counseling, on the other hand, must take into account many more or less unrelated factors; its success cannot be measured in terms of any single consideration. Tests may reveal unusual ability and interest in medicine; but if the man has no money, for example, either medicine must be abandoned or plans must be made to work for a period and save the necessary funds. In other words, counseling involves compromises; many factors must be weighed, and a program worked out that best fits the total situation. . . . Counseling has, then, a twofold criterion—first, to map out the general direction the man should go and second, to route him over the first part of the journey. But as there are many routes to the same distant goal, the counselor should balance the more direct routes against the more satisfying routes for that counselee" (p. 384).

Carter, (4) p. 32, concludes—"Among the various reports, those which seem from internal evidence to be most completely done tend strongly to support the general inference of validity of the leading interest inventories. A common criticism is that the inventories are most effective for guidance of pupils choosing the professions, and as yet hardly suitable for the larger group of pupils with interests in the lower occupational groups. An obvious answer to the criticism is that the greatest need for guidance is in connection with occupations which require long and expensive courses of training" (p. 32). But even if Carter's answer to this challenge is accepted, the counselor is still obligated to look for evidence of a student's interests in the fields not covered by the interest tests. A good individual inventory will contain many entries of value for this purpose.

Strong (11) finds evidence of the validity of his blanks in the fact that consistent differences are shown in the patterns of likes and dislikes of successful workers in one occupation as compared with successful workers in another occupation. But even so, the counselor must know how to interpret the meaning of these differences. For example, Strong, p. 107, says, "The ex-

tent to which occupations may be differentiated varies greatly." He notes, by way of illustration, that chemists and life-insurance salesmen differ greatly, but electrical, mechanical, and mining engineers are much alike.

Carter, Jones, and Canning (6) cite another kind of evidence of the validity of the Strong blanks. The scores on the interest tests of sophomore, junior, and senior high school students were higher in those occupations for which there was additional evidence of student's interest other than the test scores. These authors concluded that the blanks are useful with high-school students in the upper years.

The conclusion as to the usefulness of these measures of interest reached by Carter, Jones, and Canning is supported by many more studies than the two mentioned above. But it should be emphasized that agreement is just as general that a careful counselor must exercise caution in the interpretation of these measures of interest. It is important to fit the interest scores into full individual inventories, checking for supporting evidence of interest and for the feasibility of following an interest even though it be carefully substantiated.

While validity studies are beginning to accumulate on the *Kuder Preference Record* and other interest measuring devices yet satisfactory evidence of their validity is generally lacking. It is all the more important, therefore, that the counselor shall be cautious in their use and interpretation.

VIII. How Can Interest Measures Best Be Used for Counseling?

The bearing which interest has on liking, satisfaction, and congeniality in occupational activities and working relationships constitutes enough reason for a full consideration of interest in occupational choice. The unreliability of self-estimated interests has already been noted as one reason for seeking more dependable evidence. And while evidence of interests as "measured" by certain tests is the subject of this article, it should be understood that other dependable evidence of interest may exist in the individual inventories of students—see Bingham (2) p. 64–67—school subjects preferred, special projects carried out, recreational activities chosen, work engaged in, and the like.

Carter and Jones (5) in their article on vocational attitude patterns in high-school students say that the interest ". . . inventory can be profitably used in the high school when suitable normative procedures are worked out . . . when the interest inventory is used as one factor in which other available information is also included with proper emphasis, the inventory will probably be found useful in counseling work." These same authors say that, "The *Strong Vocational Interest Blank* yields intelligible results with high-school students when extended and careful analysis precedes the interpretation of the scores. It is obvious that the test cannot be routinely applied in the tenth grade."

It is generally agreed that interest tests are of doubtful value in the lower high-school years. Several factors seem to support this feeling. The time when students must actually start taking the specialized courses required for entrance into the occupations for which the tests give a measure of interests is considerably beyond the lower high-school years. There is therefore no general urgency for making definite occupational choice during the lower high-school period. Also it is felt that interest patterns may not be sufficiently crystallized for most students of that age level to furnish a dependable index of future interests.

The above points are worth some elaboration since they carry certain implications for using the tests for the support of counseling. Williamson (14), p. 91, warns that, "In the case of young students, interest tests must be used with special discretion, since such students may not have developed crystallized patterns of interests." An indiscreet use of interest tests, such as the failure to fit the results into an adequate individual inventory, can easily stimulate unrealistic ambitions.

The idea has been repeatedly expressed that interest test scores need to be interpreted in the light of all other relevant facts from the individual inventory. Strong (11), and Darley (8) are particularly insistent on this point. It is unwise to make a general conclusion about an interest score and expect it to apply in all cases. The counselor must be especially sensitive to the existence of conditions which affect the feasibility of a student's following his interests. Limitations may arise out of health, economic circumstances, ability, or personality factors. Compromise is a frequent necessity. To help the student select the most feasible alternative is a test of good counseling.

The point was noted above that an interest test score, the same as any other fact from an individual inventory, may have different meaning for different students. It is too much to expect a student unaided by competent counseling to make a proper interpretation of an interest test score both because he will not have a full understanding of its meaning and because he will not have access to all other pertinent individual inventory data. A critical question may be raised, then, about the blanket use of an interest test unless the plan involves the fitting of the scores into individual inventories of each of the students so tested, to be followed by competent and timely counseling.

The practice of using an interest test to arouse in students an "interest in interests" seems fraught with grave dangers. The teacher of an occupational information class or unit who uses such a test as a spectacular motivating device should fully appreciate the risks of thus encouraging inflated and unrealistic ambitions among students. Concern for problems of occupational choice should not be stirred up in students unless the means are at hand to find solutions through competent counseling. Nor should one fact (interests) out of the many which must be considered in choosing an occupation be permitted to take on distorted importance as is likely to be the case in such a use of the test. The student who thinks too much of interest may set goals impossible to reach.

It may be true, as noted by Kuder, that his interest test is ". . . a way of narrowing the field of investigation to a comprehensible size." But this cannot be taken to mean that all students will be confronted with the same necessity, or at the same time. It must be remembered that this "narrowing" is an individual, not a group process. This fact may be lost sight of in any blanket use of an interest test.

In this connection it is well to remember the limited occupational coverage of the *Strong Vocational Interest Blanks* and the uncertain coverage of the *Kuder Preference Record.* For example, it is difficult to locate the agricultural field within the Kuder scores. Williamson (14), p. 91, says that, "For the competent counselor, however, such tests provide a means of identifying the irrational and unachievable goals of overly ambitious students." The measured interests may turn out to be more rational than the students' declared interests, and so offer a basis for sound redirection of goals.

Darley (9) reminds the counselor in using the Strong blanks that since the scoring scales were standardized on adults, the test may not yield an "A" score to a high-school student for an occupation in which he may have a real interest. For example, a pattern of likes and dislikes in the scale for YMCA secretary may not be as clearly evident in a high-school boy as it will a few years later.

Darley (9) also advises that, in using the blank with high-school age students it is usually more important to determine "the interest type" than the specific occupational interest. Thus, an "A" score on group V, properly considered with other relevant factors, will be sufficient to encourage a boy in the direction of occupations working with and for people. Specific choice may come later.

Again Darley calls attention to a most important principle to follow in the use of interest measures in the counseling interview. It is desirable for the counselor to withhold bald statements about the results of interest tests. Rather there should be an exploration of the strength of claimed interests and their origin and feasibility, drawing upon the student's experience to reinforce or lay a background for the presentation of the measured interests—presenting these results in a way to back up the conclusions to which the counselor, through his knowledge of the measured interests and other significant data about the student, has led the student by the previous discussion.

Bibliography

1. Bedell, Ralph. "The Relationship Between Self-Estimated and Measured Vocational Interests." *Journal of Applied Psychology*, 25 : 59–66, February 1941.

2. Bingham, Walter V. *Aptitudes and Aptitude Testing*, Harper and Brothers, New York, 1937.

3. Burros, Oskar L. *1940 Mental Measurements Year Book.* The Mental Measurements Year Book, Highland Park, N. J., 1941.

4. Carter, Harold D. *Vocational Interests and Job Orientation—A Ten Year Review.* American Association for Applied Psychology, Stanford University Press, 1944.

5. Carter, H. D., and Jones, M. C. "Vocational Attitude Patterns in High School Students." *Journal of Educational Psychology*, 29 : 321–334. May 1938.

6. Carter, H. D., Jones, M. C., and Canning, L. B. "Vocational Attitude Patterns in High School Students." *Journal of Psychology*, 11 : 297–306, April 1941.

7. Crosby, R. C., and Winsor, A. L. "The Validity of Students' Estimate of Their Interests." *Journal of Applied Psychology*, 25 : 408–414, August 1941.

8. Darley, John G. *Clinical Aspects and Interpretation of the Strong Vocational Interest Blank.* Psychological Corporation, New York, 1941. (Monograph.)

9. Darley, John G. "Counseling on the Basis of Interest." *Educational and Psychological Measurement*, 1 : 35–42, January 1941.

10. Fryer, Douglas. *The Measurement of Interest.* Henry Holt & Co., New York, 1931.

11. Strong, E. K. *Vocational Interests of Men and Women.* Stanford University Press, 1943.

12. Super, Donald E. *The Dynamics of Vocational Adjustment.* Harper and Brothers, New York, 1942.

13. Tyler, Leona E. "Relationships Between Strong Vocational Interest Scores and Other Attitude and Personality Factors." *Journal of Applied Psychology*, 29 : 58–67, February 1945.

14. Williamson, E. G. *How to Counsel Students.* McGraw Hill Book Co., New York, 1939.

15. Wittenborn, J. R., Triggs, F. O., and Feder, D. D. "A Comparison of Interest Measurement by the Kuder Preference Record and the Strong Vocational Interest Blanks for Men and Women." *Educational and Psychological Measurement*, 3 : 239–257, Autumn, 1943.

Cleveland

(*From page 18*)

it furthers appreciation and tolerance. . . . The knowledge of foreign languages will be even more important in the world of tomorrow. The United States cannot remain aloof from world contacts. . . . The new mode of transportation—aviation—has made every nation our neighbor. . . . As in Europe, language will become a necessary tool for professions, commerce, science, and travel.

The technique used in teaching foreign languages (in Cleveland schools) . . . studies the language through the multiple approach of the ear, the eye, the hand, and the voice. In this way, it achieves simultaneously the four aims of language teaching: reading, speaking, understanding, writing.

As early as 1930, use was made of the radio as a powerful motivation for accurate pronunciation and clear diction and as a means of bringing into each classroom the standard pronunciation of a native. Since 1940, French lessons of a simplified type have been sent over radio station WBOE to children in the elementary schools who organized in special groups or clubs. The purpose is to give young children an insight into the language of a foreign nation and to create an interest in world understanding. It is planned to extend this program by including other modern languages. . . .

Exchange of correspondence, magazines, and newspapers was curtailed because of the war, but it is still carried on quite extensively with Canada and South American nations and is proving an excellent incentive to further use of the language.

Accredited Secondary Schools in the U. S. 1944

This is the tenth edition of a widely used publication listing the accredited secondary schools in the United States based on latest available State-supplied data. Also lists the names and accredited schools in outlying parts of the United States. Gives the names of 22,162 high schools, public and private, and presents the principal requirements made by State accrediting agencies and the standards of regional accrediting associations. The subject requirements for admission to colleges of liberal arts in State universities are also given. 198 pages. 30 cents.

★

Send order with remittance to:

SUPERINTENDENT OF DOCUMENTS
U. S. Government Printing Office
Washington 25, D. C.

Teacher Development

(*From page 24*)

10. Each center is equipped with a number of selected references on nursery education. A selected library shelf makes it possible for teachers to study and to find answers to their questions when a problem arises. Many teachers use the public library facilities for wider reference.

11. It is difficult to arrange for teachers to take leave for summer or extension courses as nursery schools are operating with minimum staffs. An alternative is to bring the college to the teachers. This is being done through the cooperation of the Extension Department of Cornell University. A member of their staff comes to Rochester one evening each week to give a course in child psychology for which regular university credit is given. This plan is so well liked by the teachers that they have asked to have it continued.

Welcome to Reprint

Frequent requests are received by the U. S. Office of Education for permission to reprint material from the Office's periodical. This may be done without special permission. When excerpts are reprinted, however, it is requested that they be used so that their original meaning is clear.

★

Data for State-Wide Planning of Veterans' Education

Bulletin 1945, No. 4

This bulletin provides information basic to a determination of the size, nature, and incidence of school and college enrollment that may be expected from individuals who have served in the armed forces during World War II. Part I gives an analysis, by State, of the age and schooling of army personnel. Part II presents a background for interpreting State data. Based on facts made available by the Adjutant General of the Army, with the cooperation of various War Department offices, the material offered in this publication should prove helpful to educational planners in schools and institutions of higher education. 69 pages. 15 cents.

★

Send order with remittance to:
SUPERINTENDENT OF DOCUMENTS
U. S. Government Printing Office
Washington 25, D. C.

New U.S.O.E. Films Released

THE U. S. Office of Education announces the release of 33 new motion pictures dealing with plastics, automotive maintenance, carbide cutting tools, basic machines, precision measurement, and farm work.

The pictures are 16-mm sound films, and each one is accompanied by a 35-mm silent filmstrip and a teacher's guide. Prices quoted are for the motion pictures and vary with the length of the films. All filmstrips are $1, and teacher's guides are furnished without charge. Schools receive a 10 percent discount.

Office of Education visual aids may be purchased from visual education dealers or directly from Castle Films, Inc., 30 Rockefeller Plaza, New York 20, N. Y.

Plastics

OE 466. Origin and Synthesis of Plastics Materials

Shows the organic origin of plastics and the resemblance of synthetic compounds to natural substances; synthesis of plastics from natural substances; differences between thermosetting and thermoplastic materials; compounding plastics to provide desired properties in products; forms in which plastics are produced; and typical plastics products. (Motion picture, 16 minutes, $23.35; filmstrip $1.)

OE 467. Methods of Processing Plastics Materials

Shows the fundamentals of the compression, transfer, extrusion, and injection molding methods; finishing molded parts; fundamentals of lamination; and machining laminated and other plastics products. (Motion picture, 21 minutes, $27.71; filmstrip $1.)

OE 468. Preparing the Charge and Loading the Mold

Shows how to set up the press; how to weigh the charge; how to preheat the charge; how to clean and lubricate the mold; and how to load the mold. (Motion picture, 11 minutes, $17.35; filmstrip $1.)

OE 469. Molding a Simple Part

Shows how to close the mold; how to breathe the mold; how and when to open the mold; how to prevent pieces from warping; and how to coordinate steps of molding cycle. (Motion picture, 10 minutes, $16.73; filmstrip $1.)

OE 470. Molding a Part With Inserts

Shows how transfer molding differs from compression molding; how to determine whether a part should be molded by the transfer method; how to mold a part by the transfer method; and how to coordinate the steps of the molding cycles. (Motion picture, 10 minutes, $16.73; filmstrip $1.)

OE 471. Semiautomatic and Hand Molding of Intricate Parts

Shows how to mold a part with undercuts; how to position the wedges and to close the mold; how to mold a part with complicated shape; how to assemble a hand mold; and how to disassemble a hand mold. (Motion picture, 16 minutes, $23.35; filmstrip $1.)

OE 472. Setting Up the Press and Molding a Part

Shows what happens in the plunger cylinder, heating cylinder, and mold during injection molding; how to set up an injection molding press for a specified job; how to avoid dampness and contamination of molding material; and how to maintain the operating cycle and prevent damage to the mold and the press. (Motion picture, 16 minutes, $23.35; filmstrip $1.)

OE 473. Cleaning and Servicing the Press

Shows how to disassemble the heating cylinder; how to clean the cylinder, hopper, and feeder mechanism; how to give the entire press a routine cleaning; and how to prepare scrap material for reuse. (Motion picture, 12 minutes, $17.97; filmstrip $1.)

OE 474. Finishing Molded Parts

Shows how to finish a typical molded part; how to trim the gate with a band saw; how to sand it with a drum-sander; how to retap the metal inserts; how to remove flash from contours by hand sanding and filing; how to file and scrape cavities; how to buff and polish the surfaces; and how to finish and polish by tumbling. (Motion picture, 14 minutes, $21.49; filmstrip $1.)

OE 475. Machining Laminated Plastics

Shows how to machine a typical laminated part; how to cut the tube stock to length on a circular saw; how to turn the outside diameters on a lathe; how to machine inside diameters by boring with a lathe; and how to finish the machining of the part on a milling machine. (Motion picture, 19 minutes, $26.47; filmstrip $1.)

Automotive Maintenance

OE 462. The Battery, Ignition, and Electrical System

Shows how to check and service the battery; how to check the starting motor and the generator; how to inspect low tension wiring; how to check the lighting circuit and electrical instruments; how to test the voltage and current regulator; and how to check and test the ignition system. (Motion picture, 26 minutes, $33.15; filmstrip $1.)

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

OE 463. The Engine Assembly

Shows how to check the cylinder head and block; intake and exhaust manifolds; underchassis parts; valve mechanism and adjusting tappets; vents, screws, and air filters; oil filter and oil lines; and cylinder compression. (Motion picture, 19 minutes, $25.85; filmstrip $1.)

OE 464. The Cooling System and Fuel System

Shows how to check for leaks in the cooling system; how to check the fan and water pump; the mechanical operation of the carburetor; filters and vents; the fuel pump; and leakage in the fuel system. (Motion picture, 22 minutes, $28.33; filmstrip $1.)

OE 465. Engine Tests and Tune-Up

Reviews how to adjust the automatic choke; how to check and adjust ignition; how to time the ignition; how to check and adjust valve tappets; how to adjust the carburetor; and explains how to make vacuum gage tests. (Motion picture, 18 minutes, $25.22; filmstrip $1.)

OE 482. The Clutch and Hand Brake

Shows how to determine the amount of clutch pedal clearance or "lash"; how to correct abnormal clutch pedal lash; how to check condition of pull-back spring; how to check clutch for slipping, grabbing, or drag; and how to inspect and adjust the hand brake. (Motion picture, 12 minutes, $17.97; filmstrip $1.)

OE 483. The Hydraulic System

Shows how to check brake pedal travel; how to examine the brake lining; how to adjust the brake shoes; and how to inspect and adjust the hydraulic brake fluid system. (Motion picture, 12 minutes, $17.97; filmstrip $1.)

OE 484. Steering, Wheels, Front and Rear Axles

Shows how to check for play in the steering wheel; how to check the front end assembly for excessive play; how to make a rough test for wheel balance; how to correct wheel runout; how to make a toe-in test; and how to test springs, axles, and over-all backlash. (Motion picture, 19 minutes, $26.47; filmstrip $1.)

OE 485. Transmission, Drive Shaft, and Differential

Shows how to check the transmission gear shift mechanism; how to inspect the drive shaft and the differential; how to check differential backlash; and how to test the running condition of the transmission, drive shaft, and differential. (Motion picture, 14 minutes, $21.49; filmstrip $1.)

Machine Shop Work

Carbide Tools

OE 241. Brazing Carbide Tools

Shows how to prepare the tip and shank for brazing; how to braze carbide tools with silver solder in sheet form; how to braze carbide tools with silver solder in rod form; how to make a sandwich braze; how to braze by other methods; and how to remove the carbide tip from the shank. (Motion picture, 18 minutes, $25.22; filmstrip $1.)

OE 242. Grinding Single-Point Carbide Tools

Shows how to prepare the wheel for grinding; how to semifinish and finish-grind a dull tool; how to rough grind a chipped or broken tip; how to grind a newly brazed tool; and how to grind a chip breaker. (Motion picture, 26 minutes, $33.15; filmstrip $1.)

OE 243. Grinding Multiple-Point Carbide Tools

Shows how to remove blades from inserted blade type cutter; how to off-hand grind individual teeth; how to reassemble and align cutter blades; how to circle grind; how to surface grind all tooth relief angles; how to finish surfaces and edges by honing; and how to inspect resharpened cutters. (Motion picture, 20 minutes, $27.09; filmstrip $1.)

OE 244. Cutting With Carbide Tools, Part I—Single Point

Shows how to select the tool for the job; how to set up the job; how to calculate speed, feed, and depth of cut; how to machine on a lathe, using a single-point carbide tool; and how to correct unsatisfactory machining. (Motion picture, 19 minutes, $26.47; filmstrip 1.)

OE 245. Cutting With Carbide Tools, Part II—Milling Cutters

Shows how to select a cutter; how to determine feet, speed, and depth of cut; how to set up the workpiece and position cutter; how to face mill a workpiece; and how to reduce high power consumption. (Motion picture, 15 minutes, $22.73; filmstrip $1.)

Basic Machines

OE 68. Basic Machines—The Lathe

Explains that the lathe is used to shape cylindrical work; shows how the workpiece is supported between centers; how power is applied to rotate the workpiece; and how the spindle speed, the position of the cutting tool, and the rate of feed may be varied to fit the job. (Motion picture, 15 minutes, $22.73; filmstrip $1.)

OE 69. Basic Machines—The Milling Machine

Explains that the milling machine is used with formed cutters to cut an infinite variety of shapes in metal; shows how the cutter is supported on the arbor; how power is applied to rotate the cutter; how the workpiece is fed to the cutter, and how the spindle speed, the position of the workpiece, and the rate of feed may be varied to fit the job. (Motion picture, 15 minutes, $22.73; filmstrip $1.)

OE 70. Basic Machines—The Shaper

Explains that the shaper is used to produce flat surfaces on metal; shows how the cutting tool is mounted and positioned; how the workpiece is mounted; and how the length of stroke, cutting speed, and table feed are adjusted to fit the job. (Motion picture, 15 minutes, $22.11; filmstrip $1.)

OE 71. Basic Machines—The Drill Press

Explains that the drill press is used to produce round holes in metal; shows briefly the principal steps in operating a drill press; identifies the parts of a drill press and explains their functions; and shows different types of drill presses. (Motion picture, 10 minutes, $16.73; filmstrip $1.)

Precision Measurement

OE 246. Gage Block and Aceessories

Explains why accessories are used with gage blocks; shows how to inspect a plug gage, an adjustable snap gage, a profile gage, a ring gage, and a screw-thread pitch; and shows how to build a height gage and scriber. (Motion picture, 23 minutes, $30.05; filmstrip $1.)

On Farm Work

OE 191. Forging With a Hand Forge

Shows how to clean the tuyere and build an open fire in a forge; how to maintain the fire and coke the coal; how to lay out and mark the stock; how to heat mild steel for forging; and how to forge an eye. (Motion picture, 13 minutes, $19.21; filmstrip $1.)

OE 192. Forge Welding

Shows how to maintain a clean, deep, hot fire; how to heat mild steel for forging; how to upset and scarf round stock; how to make a lap weld; and how to shape and hammer refine the weld. (Motion picture, 12 minutes, $17.97; filmstrip $1.)

OE 193. Forge Hardening and Tempering Farm Tools

Shows how to heat carbon-steel tools for forge sharpening; how to sharpen, harden, and temper a plow share; how to sharpen, harden, and temper a cultivator shovel; and how to identify tempering colors. (Motion picture, 17 minutes, $23.98; filmstrip $1.)

OE 455. Canning Beef

Shows how to prepare soup stock; how to preheat beef for canning; how to pack hot beef in cans; how to use the exhaust box; how to maintain proper temperature in filled cans; how to seal the cans; how to process canned beef; and how to cool and dry the cans before packing. (Motion picture, 17 minutes, $24.60; filmstrip $1.)

OE 459. Handling Livestock for Market

Show the causes of losses in marketing livestock; how to prevent injuries to livestock on the farm; how to prepare the truck to haul livestock; how to handle livestock before shipment; how to prevent injuries when loading livestock; and how to prevent injuries during shipment. (Motion picture 21 minutes, $27.71; filmstrip $1.)

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Education in Training Schools for Delinquent Youth. By Christine P. Ingram, in collaboration with Elise H. Martens and Katherine M. Cook. Washington, U. S. Government Printing Office, 1945. 93 p. (Bulletin 1945, No. 5.) 20 cents.

Discusses the objectives, principles, and practices involved in carrying on an effective educational program in residential schools for juvenile delinquents. Outlines a series of topics that may be used by training school staffs as a study guide for the improvement of the educational program in their own institutions.

Selection of Students for Vocational Training. By Fred M. Fowler. Washington, U. S. Government Printing Office, 1945. 156 p., illus. (Vocational Division Bulletin No. 232.) 30 cents.

Prepared to serve not only directors of vocational programs and those responsible for selection in those programs, but also all who counsel students in the schools from which vocational trainees come. Should also be a useful reference in counselor training.

New Publications of Other Agencies

U. S. Civil Service Commission. Library. *Supervision: A Selected List of References.* Washington, U. S. Civil Service Commission, 1945. Processed. 33 p. Single copies free as long as supply lasts.

Emphasizes supervisory relationships with employees and with management, but references on the subject of the administrative functions of the supervisor are contained in the first section of the bibliography.

U. S. Department of Labor. Women's Bureau. *State Labor Laws for Women with Wartime Modifications: Part II. Analysis of Plant Facilities Laws.* Compiled by Mary Loretta Sullivan. Washington, U. S. Government Printing Office, 1945. (Women's Bureau Bulletin No. 202–11.) 43 p. 10 cents.

Summarizes in legal-chart form the laws regarding the provision of seating, lunchrooms, dressing rooms, and rest rooms in establishments employing women.

U. S. Library of Congress. General Reference and Bibliography Division. *Demobilization: A Selected List of References.* Compiled by Grace Hadley Fuller. Washington, Library of Congress, 1945. Processed. Single copies free to libraries upon request; not distributed to individuals.

A guide to significant books, pamphlets, and articles on such aspects of the subject as: Demobilization of the armed forces; industrial demobilization; demobilization of economic controls; and agriculture in the transition period.

U. S. Library of Congress. General Reference and Bibliography Division. *Islands of the Pacific: Supplement.* Compiled by Helen Conover. Washington, Library of Congress, 1945. Processed. Free to libraries, but not distributed to individuals.

This list contains much new material on the islands which did not appear in the 1943 bibliography. It stresses accounts of the lands and the natives and their contacts with American forces rather than details of campaigns. The supplement combines the author and subject indices of the original 1943 list with those of the supplement. The 1943 list which has been out of print for over a year has now been reissued in an edition identical to the original except for the omission of the index pages just mentioned.

U. S. Library of Congress. General Reference and Bibliography Division. *Postwar Problems. A Current List of United States Government Publications, January–March 1945.* Compiled by Katherine Oliver Murra with the collaboration of librarians of the Federal agencies. Washington, Library of Congress, 1945. Processed. Free to libraries, but not distributed to individuals.

Entries are presented in an alphabet of subjects, with cross references in the author-subject index, accompanied by descriptive annotations.

U. S. Library of Congress. Legislative Reference Service. *Armaments Policy in the Postwar World.* Washington, Library of Congress, 1945. (Public Affairs Bulletin No. 34.) Processed. 86 p. Single copies free to libraries upon request; not distributed to individuals.

Presents a cross section of fact and opinion on certain aspects of the problem, including an analysis of the views of United Nations leaders, a statement about the American military policy by Brig. Gen. Walter D. Smith, an estimate of the strength of the U. S. Navy in the postwar period by Capt. Merlyn G. Cook, and selected abstracts of writing on postwar armament policy.

U. S. Library of Congress. Netherland Studies Unit. *Netherlands East Indies: A Bibliography of Books Published After 1930, and Periodical Articles After 1932, Available in U. S. Libraries.* Washington, Library of Congress, 1945. Processed. 208 p. Available from Superintendent of Documents at 55 cents per copy.

Emphasis is placed upon current and relatively recent publications. Related titles are grouped by means of a detailed classification scheme.

U. S. National Housing Agency. *War Housing in the United States.* Washington, U. S. Government Printing Office, 1945. 36 p. 10 cents.

Describes the job involved in providing housing for workers engaged in the war effort, presents the story of the war towns, and outlines the job ahead.

U. S. Superintendent of Documents. *Price Lists.* Washington, U. S. Government Printing Office, 1945. Free from the Superintendent of Documents.

No. 45, 33rd edition. *Roads: Construction, Improvement, Maintenance.* 12 p.

No. 72, 24th edition. *Publications of Interest to Suburbanites and Home Builders.* 34 p.

U. S. Treasury Department. War Finance Division. Education Section. *Schools for Peace.* September 1945 issue. Washington, U. S. Treasury Department, 1945. 18 p. Every teacher is to receive a copy of this publication, according to the Director of the Education Section.

This issue features the new hospital equipment campaign.

U. S. War Department. *Shall I Take Up Farming?* Washington, Government Printing Office, 1945. (G. I. Roundtable EM 35.) 50 p. 15 cents.

Provides material intended for the use of information-education officers in conducting group discussions or forums as part of an off-duty education program.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

U. S. GOVERNMENT PRINTING OFFICE: 1945

SCHOOL LIFE

Volume 28, No. 4 ☆ Official Journal of the U. S. Office of Education ☆ January 1946

JAN 9
NATIONAL EDUCATION ASSOCIATION

CONTENTS

	Page
Education's Contribution to a Sound Postwar Economy	1
Training Program for Small Business	5
International Educational Relations	9
Educational System of the Netherlands East Indies.	
Removal of Wartime Objection to Study Abroad.	
Another GI Pamphlet	11
Suggested School Health Policies	12
Disposal of Surplus Property to Educational Institutions	17
Secondary Education	19
Present High-School Enrollments.	
High-School Correspondence Courses—In School and Out.	
Postwar Traffic Is Child Menace	20
Services to Negroes—A Decade and a Half of Projects and Activities	21
Brotherhood Week	26
Résumé of 1945 State Legislative Action Affecting Education	27
State Legislative Action for Young Children	30
Library Service	31
Color Slides of the Other American Republics	31
U. S. Government Announces	32

674389°—46——1

Education's Contribution to a Sound Postwar Economy

by John W. Studebaker, U. S. Commissioner of Education

THE following address was given before the Sales Executive Club of New York, New York City, October 22, 1945.

☆ ☆ ☆

I am glad to be here not only because of my interest in the subjects under discussion, but also because I confess to a long and continuing interest in the work of your profession. I have myself been engaged for many years in the business of selling—selling what I sincerely believe to be the finest product in the world, a product somewhat intangible and sometimes hard to sell to the customer, yet a product which I am convinced no one should be without: a product in which one can invest with the assurance that it will improve his income, his enjoyment of life, his assets as a citizen, his ability to win friends and influence people—I refer to the product of the schools and colleges—a good education.

I have been asked to discuss with you today the possible contribution of good education to a sound postwar economy. In order to make clear education's potential contribution, it is first of all necessary that I give some indication of what I mean when I speak of "a sound postwar economy." I mean by "a sound postwar economy" just about what I believe all of you mean—an economy in which the business cycles of boom and depression which have characterized our previous history have been largely eliminated, resulting in a more stable economic situation characterized by a uniformly high level of employment and steadily rising standards of living; an economy, in other words, in which the anomaly of idle productive resources in the midst of unsatisfied human wants has finally become a thing of the past.

Two Schools of Opinion

Now there is no disagreement in any quarter as to the eminent desirability of such a sound postwar economy. Disagreement begins only when we press for answers as to how such an economy is to be assured. Upon this issue of ways and means of assuring a high and stable level of employment and of business activity there appear to be at least two definite schools of opinion. There are those who would have us believe that we cannot hope to tame the business cycle under our private capitalist, free enterprise, free market, profit-and-loss system of doing business. This is the group of thinkers that preaches the gospel of state socialism, advising us to junk our present system and substitute in its stead a system of government ownership and operation of the major instruments of production and distribution. The other school of thought affirms the belief that the peaks and

SCHOOL LIFE

Published monthly

except August and September

Federal Security Administrator

WATSON B. MILLER

U. S. Commissioner of Education

JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents each.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

valleys of business cycles can be leveled off and a uniformly high level of employment and business activity assured, provided only that the Government is prepared to come into the market with pump-priming expenditures at the beginning stage of any downward business spiral. Our present economic machine can be made to work more satisfactorily than any other, but only if it is assured a continuous fuel supply in the form of purchasing power. That is the essence, as I understand it, of the full-employment proposals now under discussion in the Congress.

I do not propose today to attempt a discussion of either of these schools of thought, the statement of whose positions I realize I have greatly oversimplified in what has just been said. I do not pose as an economist. I confess to nothing more than an ordinary layman's acquaintance with the mysteries of tariffs and foreign trade, of cartels and monopolies, of markets, and prices, and labor relations and all the other conceptual symbols of the complicated problems of our economic system. It is necessary for purposes of this discussion only that I indicate some point of view, some economic philosophy. And so I state somewhat dogmatically my belief that our present economic system can be made to work satisfactorily if government is ready to do its necessary part in helping to control the business cycle.

Better Distribution Necessary

The chief problem we face, as has often been said, in providing reasonably full and stable employment is not so much the problem of production. We have the plant capacity, the resources of manpower willing and able to work, the raw materials of food, fibres, and minerals to enable us to satisfy the economic wants of our people at ever higher levels of consumption. Our problem is not primarily one of production, but rather of distribution. What we must somehow learn, it seems to me, if we are not to have recurring periods of depression with silent factories, cold blast furnaces, and a stalled economic machine, is how better to distribute the total product of our farms and factories and mines. It is the problem of assuring, under our free enterprise system, "that the full output of full employment will be annually sold at a profit into ultimate consumption or use." That means, as I see it, that our problem encompasses such complicated matters as income distribution, taxes, markets—domestic and foreign, advertising and sales promotion, and many other matters.

With this general setting then, let me turn, as an educator rather than an economist, to a discussion of the subject set me for today, namely, the contribution of education to a sound economy, and more particularly, the contribution of education to the problem of better distribution. It seems to me that education has important contributions to make on at least two fronts: *First*, in the development and upgrading of the knowledges and skills of youth and adults as productive workers, and more particularly as workers in the special field of distribution; and, *second*, in the development of economic understandings, civic attitudes, and cultural standards which taken together add up to a high standard of civilized living. In the parlance of educators, the first front is the front of vocational education; the second that of general or liberal education.

Two Aims of Education Intertwined

This is hardly the appropriate time and place, if indeed it were any longer necessary, to plead the importance of the vocational objective in our educational program. All of us here are agreed, I feel sure, that the only acceptable aim of education in a democracy must be to help every boy and girl, every youth, to develop his capacities (1) to earn a living and (2) to live an abundant and satisfying life of usefulness to society. The two aims are inextricably intertwined. "An abundant and satisfying life" will certainly include the work-life of the individual, so important because it includes so large a proportion of his waking hours and contributes so much to his sense of individual worth. It will also include the individual's leisure time, when he is free to enjoy the satisfactions of home and family, of friends and worship and play. Preparation for work-life and for the individual's nonwork-life is properly the concern of democracy's schools and colleges. The problem is one of timing and of balanced empha-

sis; neither the utter condemnation of vocationalism in school curricula, nor exclusive preoccupation with the verbalisms and the abstractions of academic subject matter. Few educators nowadays preach either extreme. Both general culture and vocational competence are properly the objectives of a good education to fit for living in this twentieth century. And I may say, moreover, that the great majority of schools have long since accepted, at least in principle or theory, their responsibility for the education of youth in their capacities both as producers and consumers, as workers and as citizens. The rub arises in translating theory into practice.

Stimulus to Vocational Education

For although the schools and colleges have accepted their obligations for general and for special education in principle, they have frequently fallen short in practice in their ability to provide vocational as well as general cultural education. The emphasis on general cultural training to the exclusion or neglect of vocational training has even led on two occasions in our educational history to action by the Federal Government to redress the balance. Thus in 1862, the Congress passed the first Morrill Act providing aid to the States for the establishment of land-grant colleges of agriculture and the mechanic arts. Again in 1917, the Congress passed the Smith-Hughes Act providing grants in aid to the States for the promotion of vocational education in agriculture, home economics and trade and industrial subjects of less-than-college grade; and in 1936, extended such aid to the training of workers in the distributive occupations — wholesaling, retailing, and the service trades.

Largely as a result of this Federal stimulation, there has been developed in our far-flung system of schools and colleges in America, a wide variety of courses and training opportunities designed to prepare youth for practical occupational life as well as to upgrade adults in occupational pursuits.

School Organization Improvements Essential

It must be admitted, however, that even though there has been this great expansion of vocational training opportunities in schools and colleges under the stimulus of Federal aid, there has not yet been achieved an essentially universal opportunity for our youth to secure training for occupational life or for adults to upgrade their occupational skills. In many communities, and particularly in rural communities, the curriculum of the schools has changed but little with the years, remaining bookish, abstract, with little immediate relationship to youth's need to develop technical and vocational competence for today's complicated and specialized occupational world. Many reasons help to explain this lag—most of them go back to an archaic organization of school districts and of school support. There are about 26,000 high schools in the United States today, the majority of them enrolling fewer than 100 students each. Quite obviously it is impractical in these little schools to offer a well-planned and well-balanced curriculum of vocational as well as general cultural subjects. And so it is that as matters stand today further progress in developing the productive skills of the great rank and file of our youth waits upon improvements in school organization which will provide a larger attendance and financial basis for a modern school program. I mention this because it has a bearing upon our topic—education's contribution to a sound economy. Indeed, it is directly related to this business of full employment. For as Prof. Sumner H. Slichter says:

"Success in selling labor, just as success in selling anything else depends in large part upon correctly anticipating market demands and being ready to supply them. Even in times of depression there are many vacant jobs and new occupations in expanding industries. Furthermore, a well-trained and versatile work force is more employable than a poorly trained one. Just as rich natural resources help businessmen discover opportunities for putting people to work, so the availability of well-trained men makes it easier for businessmen to discover attractive investment opportunities. In short, the demand for labor depends partly on the quality of the labor supply".[2]

And I should add, the quality of the labor supply depends in considerable measure upon the quality of our educational facilities. That is why education can make its full contribution to a sound economy only if our schools and colleges are strengthened for their important work of improving the quality of our greatest natural resources, our human resources, particularly our boys and girls, and our young men and women who carry within themselves the potentialities of our very future as a nation.

Many Schools and Colleges Equipped and Ready

But to return to the specific point of your interest as sales executives in possible sources of trained manpower for building your sales organizations, I should like to call your attention to the fact that many schools and colleges are presently equipped and ready to be of great assistance. As one example, at the college level let me cite the sales training program being cooperatively developed between Indiana University and the Indianapolis Sales Executive Club and the Bowes "Seal Fast" Corporation to train salesmen and junior sales executives who can produce results in a highly competitive market. Many other universities, through their courses offered to students in residence and through their extension courses are providing or are in the position to provide similar sales training facilities.

Perhaps I have said enough to indicate why I hold the belief that education can make a very definite contribution to a sound economy on the vocational education front, through the development and upgrading of the knowledges and skills of youth and adults as productive workers, and more particularly as workers in the special field of distribution. Let me turn now to the second front I mentioned at the outset, namely, the general education front, and briefly indicate the possible contributions to a sound economy which education can make in the development of those economic understandings, civic attitudes, and cultural standards that are basic to a high standard of civilized living.

Education Essential to Better Business

This is the phase of education in which you have all long been interested

[2] Sumner H. Slichter, "More Job Givers Wanted"—*Fortune Magazine*, October 1945, p. 193.

as citizens and taxpayers. Many of you doubtless have sons and daughters in school. Some of you are probably members of school boards. Others may be trustees of higher educational institutions. All are stockholders in this largest business in the world—the business of living, for which the schools and colleges are the training ground. Does the work of our schools and colleges have any relationship to the soundness of our economy? Let my friend, Mr. Tom Boushall, answer. Mr. Boushall is president of the Morris Plan Bank, Richmond, Va., and chairman of the Committee on Education of the U. S. Chamber of Commerce. Mr. Boushall says:

"Education is the rock bottom foundation of the whole connective tissue of our economy . . . Business is dependent for its very life blood upon men and women willing, able, and anxious to work competently, efficiently and steadily . . . Technical training of indivdnal skills is essential, but this alone is not the full answer. Cultural appetites must be developed to the end that the whole of our people will seek to obtain the satisfaction of better and broader living on wider horizons of geography and under broader concepts of philosophy." [3]

Backing up this assertion are careful studies by Mr. Boushall's Committee of the U. S. Chamber of Commerce of the relationship between educational status and economic level throughout this country and in other countries. Many of you have read the report of these studies in the Chamber's publication, *Education, an Investment in People.* I shall not attempt to summarize them here except to say that they establish the factual basis for our widespread belief in this country that higher standards of civilized living are closely connected with educational standards—rising or falling together. Here is an instance in which your interests as parents and citizens in better education would seem to coincide with your interests as business executives. We have long recognized the fundamental relationship of education and good government, of education and improved health and technical competence and character. Now we are beginning to see that education is basic also to better business.

[3] Address prepared for American Association of School Administrators' Conferences, 1945. Printed in the Official Report, p. 14, 15.

Great Problems of Living are Spiritual and Moral

But I would not care to put the claims of education to your wholehearted support entirely or even largely on a bread-and-butter economic basis. "Man does not live by bread alone." He is a spiritual as well as a physical being, a creature with a personality and a soul stamped with the imperishable image of God Himself. In final analysis then, I would have you believe, as I sincerely believe, that education, good education, is justified by the degree to which it helps men and women to develop their spiritual capacities, their qualities of human kindness, their devotion to ideals of truth and justice and beauty in all their relationships.

Today we are in the midst of discussions of the atomic bomb and its implications for the very future of our civilization. We are preparing to spend vast sums of money in scientific research and in the subsidization by government of scientific education for promising youth. That is all well and good. I would not be misunderstood as opposing further scientific research and development, either for purposes of defense or for the purpose of increasing man's control of the material forces in the universe. But I would remind you that the great problems of living are after all not so much material as they are spiritual and moral problems. Given the ultimate secret of the generation of power by atomic fission, the problem is how this power may be used for the advancement of humankind rather than for its destruction.

Education Must and Will Measure Up to the Challenge

Education is not just getting men ready to control their material environment. It is preparing them to direct their mastery of that environment to the enhancement of their intellectual, moral, and spiritual qualities—the qualities that distinguish men from the brutes of the field. Without faith, without moral standards, without the spiritual resources developed by true religion and good education, mankind today faces self-annihilation. That is what makes really liberal education of supremely crucial importance at this moment. The tides of materialism are running high. They can bring us to disaster. In a very real sense, the only indestructible values have always been spiritual and not material. That doctrine was enunciated long ago by the seers of all religions as the doctrine of the Golden Rule. It was given a new emphasis and a new interpretation in the sermon on the Mount. It stands today as the very law of survival for all governments, all nations, all mankind.

In this atomic age, truly liberating and cultural education takes on extreme importance. With the intelligent support and encouragement of yourselves and our people generally, education must and will measure up to its great responsibilities and its high challenge.

Assignment: Tomorrow

Production on *Assignment: Tomorrow*, the first national documentary film on the place and importance of the teacher in American life, has been completed by the National Education Association, and copies of the prints have been distributed to all State education associations.

Prepared with certain definite objectives in view, the film attempts to develop pride in the profession, to promote work and membership in professional organizations, to encourage capable high-school and college students to consider teaching as a profession, and to tell the public about the great significance of education and the teacher's place in it.

Suitable for use with professional, student, and lay groups, the film, 16-mm., sound, takes 25 minutes' running time and is followed immediately by a 7-minute trailer film showing, in animation and real life pictures, the relationships of the local, State, and national professional organizations and presenting the program of the National Education Association.

Booking requests should be sent to the respective State education associations. No charge will be made to the user other than a nominal booking and service fee which is charged in some States, according to announcement of the National Education Association.

Training Program for Small Business

Reports from Meeting of Federal Advisory Board for Vocational Education

THE Federal Advisory Board for Vocational Education devoted its regular fall meeting to a discussion of a vocational training program for returning servicemen, war workers, and others who wish to become proprietors of small businesses. The meeting was held in Washington, D. C., October 17, at the U. S. Office of Education.

The Board is composed of the following members:

Clinton P. Anderson, Secretary of Agriculture
Henry A. Wallace, Secretary of Commerce
Lewis B. Schwellenbach, Secretary of Labor
John W. Studebaker, U. S. Commissioner of Education

Robert J. Watt, International Representative, American Federation of Labor, representing labor.

Clarence Poe, Editor, *The Progressive Farmer*, Raleigh, N. C., representing agriculture.

Paul H. Nystrom, President, Limited Price Variety Stores Association, representing industry and commerce, Chairman of the Board.

At the meeting, the Secretary of Commerce was represented by Dr. Wilford White, Chief, Special Studies Unit; the Secretary of Labor, by V. A. Zimmer, Director, Division of Labor Standards; and Robert J. Watt by Florence L. Thorne of the American Federation of Labor.

The discussion centered around two reports given respectively by Dr. White, and G. Henry Richert, Regional Agent, Business Education Service, U. S. Office of Education. Dr. White presented the viewpoint of the Department of Commerce on vocational training for small business, and Mr. Richert outlined a plan for the training of veterans, war workers, and others who wish to establish themselves as owners of small distributive businesses. Training for workmen's compensation claimants was discussed by Mr. Zimmer.

Vocational Education for Small Business

Dr. White's statement on vocational education for small business is summarized as follows:

The term Small Business as used today is relatively new, having come into general use early in the war era just closed. The type of business represented, however, is as old as economic life, for it is substantially the type which is generally known as independent business, and which is usually in the minds of men who talk about the free enterprise system, our economic life, or the American Way.

In 1939, the last year for which we have Census statistics, there were 2,980,000 business firms classified as manufacturers, wholesalers, retailers, service operators, hotels, construction firms, and places of amusement. Of this number 2,760,000, or 92.5 percent, were small.

What does the Department of Commerce mean by small? It means manufacturers with 100 or fewer employees, wholesalers with less than $200,000 annual sales, and retailers and others with annual sales of less than $50,000. Some 8,360,000 people including employers—except for manufacturers—worked in these small establishments in 1939. Of the total of 2,760,000 small firms, retailers account for 1,600,000 and service establishments for 640,000, or a total of 2,240,000.

Within these fields of economic life, there are broad vocational needs for both proprietors and employees. There are two groups of problems: Those which have to do with establishing a business and those which have to do with its subsequent operation. The proprietors alone are concerned with the establishing of a business and the Department of Commerce is required by its organic act to furnish these men and women with all aid possible. While both proprietors and employees are concerned with operating problems, the Department limits its activities primarily to assisting the owners.

Commerce's attention has been particulary directed to the problems of establishing a new firm by the fact that, according to the War Department, possibly as many as a million returning veterans may try to open new businesses during the next few years. To these must be added hundreds of thousands of released war workers and others who, for the first time since the war started, are able to reopen their established stores or shops or are prepared to open new ones.

Since the veterans present the most definable group and since more is known about them, let us see how they approach this subject. Since the first of this calendar year, the Division of Small Business of the Department of Commerce has received over 2,000 letters from members of the armed forces or veterans inquiring about the possibilities of going into business for themselves. Of this number, approximately 35 percent want information on small business, nothing more specific than that. The largest number, however, or about 60 percent, want information on some specific kind of business. Almost all of these inquiries are about retail stores and service shops.

Counseling Service

The Department of Commerce proposes to establish, through its regional offices, a counseling service for veterans and others who are interested in small business ownership. It is in an ideal position to do so, because, in one sense, it has been counseling with businessmen for over 25 years.

The field staff has been supported by departmental periodicals and publications during this time—an accumulative library which naturally fits into a counseling program. In anticipation of the need for further written material, the Department is publishing a series of 19 volumes, each a textbook on the

problems of establishing and operating a particular kind of business, such as:

Metalworking shops.
Shoe repair shops.
Saw mills.
Apparel stores.
Automobile repair shops.
Bakery stores.
Beauty parlors.
Building contractors.
Dry cleaning establishments.
Electrical appliance stores.
Filling stations.
Grocery stores.
Hardware stores.
Heating and plumbing shops.
Laundries.
Painting contractors.
Real estate and insurance.
Restaurants.
Variety and general merchandise stores.

In addition, for the thousands of men and women who are still debating whether or not they want to open a small business of their own, the Department has issued *Establishing and Operating Your Own Business*, which presents both opportunities and responsibilities. Its pages contain a number of sobering ideas. Management Aid Series, Industrial Reference Series, and others will provide published materials for the counselors working in this field.

New Set of Problems

After a business is opened, a whole new set of problems faces the owner. They concern operation, policies, and general business conditions. Such operating problems as these come up: What are the best sources of supply, how much inventory is it wise to maintain, how soon should prices be reduced on slow moving goods, what advertising media produce the best results, why is the store operating in the red, what about a new lay-out, new equipment, or general store modernization?

Such policy questions as these arise: Shall I buy direct or from local suppliers? Shall I compete for the carriage trade or for the self-service mass business? Shall I operate on a credit and delivery basis or on a cash and carry basis? Shall I carry a full range of merchandise or a limited line?

General and local economic and business conditions affect every business. Business conditions are constantly changing, local population changes, a new factory has opened up nearby or possibly a large one is closing. All such conditions and decisions have their impact on the individual store, and the proprietor, if he is to remain in business, must not only be aware of them but know how to evaluate them in terms of his own business and how to take proper action.

That many small business proprietors are not meeting these conditions effectively is clear from the record. Every calendar day during a normal year, about 1,000 firms disappear, and about 1,000 new firms appear. Of the 1,000 businesses that disappear daily as many as 300 have been in business less than 1 year. Generally speaking there is a complete turnover of every business firm in the United States every twelfth year, on the average. The life expectancy of a new grocery store is 9 years; that of a drug store, 16 years; a hardware store, 16 years.

Responsibility of Federal Government

It is the firm belief of the Department of Commerce that since anyone has the opportunity and the right to enter business any time and anywhere he desires, it is likewise his right to go out of business voluntarily or involuntarily. It is the responsibility of the Federal Government, however, to supply the business operator with factual and analytical material which he cannot provide for himself, to the end that the involuntary disappearances are reduced to a minimum. This responsibility can best be discharged through education which is made available to the small businessman and presented in such form that he not only recognizes its practical character but also makes the effort to assimilate and use it. That is a difficult assignment for the U. S. Office of Education, for the Department of Commerce, and for those other agencies and groups which are needed to develop and maintain any such program.

Such an educational program, involving as it does both the Office of Education and the Department of Commerce, must be prepared both for the small retail operator and for his employees. These two agencies have been working together for many years, primarily through the Business Education Service of the Office of Education and the Bureau of Foreign and Domestic Commerce. The division of labor has been clear. The work of the Office of Education has been to organize, in cooperation with State and local boards of education, classes for both employers and employees. In Washington, the Office has concentrated its activities upon preparing manuals and other material for the use of the part-time and itinerant teachers of these classes.

The Department of Commerce, on the other hand, has accomplished most of its work in the field through counseling, primarily from its field offices, spread out from coast to coast, and secondarily, from its Washington office through the use of the mails. It has prepared little material primarily for the teacher of any classes but has concentrated upon setting forth the solutions to many of the problems of the business proprietor himself.

The present educational needs in this field are legion. The demands, problems, responsibilities and opportunities of the retailer have never been greater than they will be in this new era of selling, which we face today. If we are to maintain in peace years a national income of 140 billion, retailers in the aggregate will have to handle about 50 percent more merchandise of all kinds. As the purchasing agents of the 140 million consumers, they must be farsighted in their planning and economical in their operations. Therefore, any program of assistance must be based primarily upon the future needs of retailers, not on their past requests. Both courses and substance material must meet actual needs and they must meet them promptly.

I see five broad steps in planning and executing any such programs:

1. Selecting the courses to be offered and outlining them.
2. Preparing teaching manuals for the use of supervisors and teachers.
3. Preparing booklets, guides, charts, and sound films for the use of the students of these courses. Such material would also be used by the Department of Commerce in its field offices for counseling work.
4. Promoting the knowledge and use of these courses and material through every legitimate channel such as our school systems, trade associations, and business papers.
5. Following up the work done in the field to determine what was good, what was bad, and what changes need to be made.

How to Select, Organize, and Manage a Small Business

Mr. Richert presented for the consideration of the Board a plan of training

for the ownership of a small business, and a preliminary outline of a course in the selection, organization, and management of a small business. His summary of the plan follows:

Dr. White has clearly shown the need for an organized educational program to provide training for the thousands of veterans and war workers who have accumulated some capital and who are interested in owning and operating their own small businesses. That this need is generally recognized is evidenced by the literally hundreds of recent newspaper and magazine articles, pamphlets, and books whose purpose is to advise prospective small business owners of the opportunities and pitfalls that accompany such ownership. Some colleges and universities are offering courses on the campus and on an extension basis for persons who are interested in small store organization and operation. As a part of the George-Deen program of distributive education, State boards for vocational education and local boards of education in quite a number of States have employed instructors to teach groups of veterans and others the principles of successful small store operation.

The Business Education Service of the U. S. Office of Education has over the past years cooperated with State and local distributive education personnel in producing instructors' guides and manuals dealing with different phases of store operation and management. In recent months this Service has contacted numerous retailers, wholesalers, and trade association representatives in order to find out what businessmen believe should be done by way of providing training for persons interested in owning and operating small stores of various kinds. Two questions were asked:

1. What information should be given to returning servicemen and others who are interested in small business ownership?

2. Can we develop a practical plan of training that can be carried out by the schools in cooperation with retailers, wholesalers, and trade associations?

A Succession of Courses

Information, ideas, and suggestions obtained from these business sources were summarized and discussed with State supervisors of distributive education in the States. Out of these discussions grew the plan that is being presented today. It can be carried out in most States in accordance with the pattern of organization and instruction already developed and widely used in the distributive education program.

The plan provides for a succession of courses the purpose of which is to acquaint the prospective store owner with the principles and practices of successful small store operation and to give him an opportunity, through on-the-job training, to see how these principles are applied.

Part I—*Basic Training*, constitutes a brief orientation in small business problems and opportunities. This phase of the training is intended also to serve as a screening process. If at the conclusion of this course the enrollee decides that he does not possess the qualifications or the experience necessary for the success of a small store owner, he is encouraged to take a job in an existing sales organization and to enroll in one or several of the many sales training courses that are offered by boards of education as a part of the George-Deen program of distributive education.

Parts II, III, and IV—*Management Training*, provide specific training in the principles of selecting, organizing, and managing small retail businesses. At the conclusion of this course, it is recommended that the enrollee participate in the follow-up part of the training. At this point he has either opened his own store or entered the employ of a distributive business. He is enrolled in a cooperative part-time class and the teacher-coordinator visits him regularly on the job to observe his progress and to give him further aid.

It is believed that the basic course (part I) should precede the management training (parts II–IV) because it is during this basic training period that the trainee is helped to decide intelligently whether he will go into business for himself or enter the employ of an existing sales organization. Because of the many different situations that will present themselves, it is important that the entire training program be kept flexible. For example, although the best results will probably be obtained if the basic training is followed by full-time preemployment management training, good results may be obtained if the trainee enters upon full-time employment and at the same time continues his training in adult extension classes.

If the cooperative part-time type of training is followed, it should be given in centers near the place where the trainees are employed, or near the place where they may be operating their own businesses. Trainees should be given specific on-the-job training by operators of businesses in which they are employed. The teacher-coordinator will give the trainees related background information and discuss with them the problems they meet on the job. He is, in reality, a business consultant to the new owner of a small business and to the trainee employed in a sales organization. It therefore follows that he should visit them frequently, especially in the early part of their new business connection.

In teaching the courses in parts I and II–IV, two definite patterns of instruction or modifications of these can be followed. A single instructor may give the introductory or basic training and another the management training; or the person in charge of the program may request different speakers to discuss the topics with which they are most familiar.

In nearly all communities a wealth of talents will be discovered. The regional offices of the U. S. Department of Commerce, the Committee for Economic Development, trade associations, and the local chamber of commerce can be of service to an educational program of this kind. A local banker can discuss finances; representatives of wholesale houses can give valuable information on modern merchandising practices; a lawyer can discuss legal problems involved in establishing a store; an insurance agent can describe the value of different forms of insurance.

The factors that make for success of the follow-up or cooperative part-time portion of the total training program are well known. Work experience and related school instruction have been carried on cooperatively for many years. The teacher-coordinator employed for this phase of the training must be able to meet training needs as

revealed through job analyses and problems encountered on the job.

That there is a need for providing training for persons interested in small business ownership is generally conceded. It is believed that the plan of training presented will meet this need, at least in part. In consulting the various retail, wholesale, and trade association representatives whose ideas are incorporated in the plan it became apparent that certain problems will arise for which a solution must be found.

It is recognized that the success or failure of a business venture is determined by many factors. The most important undoubtedly is the ability of the owner-manager to apply sound principles of business management and promotion in the conduct of his business. In many cases the prospective store owner will have some skill or knowledge of a particular field of retailing, usually obtained as an employee. In addition to this specialized knowledge of his field he will need training in the principles of business management that are basic to the success of any retail establishment. The purpose of the training program described is to provide this training.

Considerable time was devoted to discussion of various problems presented in the two reports, and it was the consensus of members of the Board that veterans who plan to go into business for themselves should receive every possible assistance through constructive counseling and effective training. The contribution of the U. S. Department of Commerce through its publications and field offices and the U. S. Office of Education through its distributive education program was recognized and emphasis was placed on the organization of training programs that would assist veterans to successfully establish and manage small businesses.

Training for Workmen's Compensation Claimants

V. A. Zimmer, Director, Division of Labor Standards, U. S. Department of Labor, representing the Secretary of Labor, brought to the attention of the Board the need for training in small business operation for workmen who receive lump-sum compensation for injuries and use such compensation to start a small business. Speaking from his former experience as Director of Workmen's Compensation in New York State, Mr. Zimmer made the following statement:

Aside from the necessity for providing war veterans with realistic information and special training in small business opportunities and operation, there is another field in which this service can be of conspicuous and continuing value. I refer to workmen's compensation administration.

While in principle workmen's compensation benefits are payable in the same manner as wages, namely, weekly or semimonthly, in actual practice many millions of dollars are paid annually in lump sums to permanently injured workmen. Practically all State compensation boards have authority to commute in one sum future payments for scheduled permanent injuries such as the loss or loss of use of members.

A great majority of lump sum applications are based upon proposals to enter business of some sort. Unfortunately, in hardly one case out of a hundred can the injured workman show actual business experience or training in the operation of a business. Notwithstanding this, and in complete ignorance of the business pitfalls, they risk in an unfamiliar venture their entire compensation income which is intended to offset earning impairment over a period of years.

The result is that in a large percentage of instances these workmen's compensation lump sums are quickly dissipated. Afflicted with a physical handicap and without any remaining capital or resources, these persons are frequently thrown upon private charity or public relief rolls.

If the type of service which the Division of Small Business of the Department of Commerce and the Business Education Service of the U. S. Office of Education are prepared to render could be made available consistently and constantly to workmen's compensation claimants, I am convinced that many millions of dollars now wasted through small busines ventures could be conserved for the future protection and relief of physically handicapped workers.

Teacher's Manual in Small Business Training

The course outline on "How to Select, Organize, and Manage a Small Business" is being developed by the Business Education Service of the Office of Education with the advice and assistance of representative retailers and wholesalers, trade association executives, State supervisors of distributive education, and specialists in the U. S. Department of Commerce.

The teacher's manual for the course is being prepared by Mr. Richert and Clyde W. Humphrey, staff members of the Business Education Service. The manual when completed will be distributed to State and local boards of education. The preparation of a teacher's manual and course outline in small business ownership and management is in line with the recommendations of the Federal Advisory Board for Vocational Education and the policy of the Office of Education of preparing materials that will assist the States in developing an effective vocational education program.

Nutrition Education Picture Story

The U. S. Office of Education has available for loan, for the payment of transportation one way, a nine-panel accordion folded picture story summary of nutrition education in the elementary school. This material was developed from the experiences of the Terre Haute Workshop. For application blank, write Helen K. Mackintosh, Specialist in Elementary Education U. S. Office of Education, Washington 25, D. C.

New Kind of Week

South Dakota, in addition to American Education Week, has added its own "Teacher Appreciation Week." This special week has been observed for the past 2 years in April.

A proclamation is issued by the Governor, and student bodies and many organizations throughout the State hold meetings dedicated to their special appreciation of teachers.

Educational System of the Netherlands East Indies[1]

Education in the Netherlands Indies prior to Pearl Harbor functioned by the operation of two parallel primary[2] school systems, one of which had an Oriental, the other an Occidental basis. In the former, instruction was offered for Indonesians by Indonesians, the medium of instruction employed being the language of the area. In the Occidental schools the language medium was almost invariably Dutch and a majority of the teachers were European. Occidental schools were open to youth of all racial groups, though the medium of instruction—the Dutch language—proved a barrier to most Indonesians. The fact that secondary and higher education was Occidental in pattern and content caused youth which planned an educational experience beyond the primary level either to enter the Occidental school system at the outset or to transfer to it later through a so-called "link" school.

Oriental Education

The oriental school system included 3 years of elementary education in the so-called *Dessa* (village) *Schools* followed by 2 years of work for boys and 3 for girls in *Continuation Schools*. The Dessa Schools, established in the smaller villages, were maintained jointly by local villages and the central government, the village usually assuming responsibility for the construction and physical maintenance of the building, the central government paying for teachers' salaries.[3] This task of the central government was later transferred to the local governments, such as the Regency Councils. The Dessa School buildings were lightly constructed with palm-leaf matting and split bamboo sides, thatch roof, and earthern floor.

While the Dessa Schools were situated in the small villages, the *Second Class Schools* which offered a 5-year program of education, were established in larger towns. Children from the surrounding area were free to attend these schools. In structure they were more substantial and larger than the Dessa Schools. The central government paid all operating costs.

In the first three elementary grades of both the Dessa Schools and the Second Class Schools, the program of studies consisted of the rudimentary subjects of reading, writing (Malay or regional vernacular), arithmetic, and certain experiences centering about the daily life of children. In addition, the art of batik making, hygienic cooking, woodwork, and the elements of simple farming were taught. The medium of instruction was the language of the region.

Upon completion of either the Continuation School or the Second Class School, opportunity for further practical training was provided in farming, trades, and teaching. Thus, the *Schools for Farmers* offered 2 years of work centering about the cultivation of village crops and some commercial crops such as tea and sugar. These Schools for Farmers were free boarding schools, the food being grown by students. The *Trade Schools* offered a 2-year course in building, handicrafts, and mechanics. Most of the students' time was spent in a workshop.

Teachers for the Dessa Schools received their training in special training courses. Second Class and Continuation School teachers were given a 4-year program of training in *Teacher Boarding Schools* (Normal Schools). To enter, they were required to have completed work either in a Second Class or Continuation School.

Link Schools offered a 5-year course to children who had completed the 3-year program of a Dessa School or 3 or more years of a Second Class School. Emphasis was placed on the study of Dutch to the end that students would be enabled to pursue their studies through this medium and might then enter the Occidental school system.

Occidental Education[4]

While the Oriental schools were designed to meet the needs of Indonesian "natives," the various schools which are discussed here under Occidental education were developed to meet the needs of Europeans, Chinese, and those Indonesians who wished to pursue an Occidental education.

Primary Schools.—Three kinds of Occidental elementary schools, each with a 7-year program of studies, were operated on the primary level: the first for Dutch, Chinese, or Indonesian children who spoke Dutch; the second for Chinese children who did not speak Dutch but desired an Occidental education; the third for Indonesian children who did not speak Dutch but desired an Occidental education.

The curriculum of the 3 types of primary schools was patterned after that of the schools of the mother country, the Netherlands. The equipment used compared favorably with that of modern elementary schools of the West. The buildings in which these schools were housed were substantial and attractive in structure.

While Dutch was taught in each of the three types of primary schools mentioned, it was the medium of instruction in the first type from the beginning of the first year. In the second and third types, Dutch was studied as a foreign language in the first and second years, and only in the third year did it become the medium of instruction. Upon completion of the 7-year course, graduates of the second- and third-type schools who wished to enter the Mulo School, similar to our junior high

[1] Private institutions, including Chinese, Arab, and Mohammedan schools, are not discussed in this article.

[2] Secondary schools on an oriental basis were in an experimental stage.

[3] Tuition on a graduated scale was charged in practically all schools of Indonesia. It varied according to the income of parents and the number of their children attending school.

[4] Occidental vocational education is not discussed in this article.

school, were required to attend a one-year preparatory class in which reading, writing, and speaking of the Dutch language were stressed. This was done to facilitate the work of Chinese and Indonesian students in the *Mulo School* where Dutch was the sole medium of instruction.

Higher Elementary Schools

The *Mulo School*, a higher elementary school, was in some ways comparable to our junior high school. Its program extended over 3 years. The Mulo School usually offered the following three courses: Course A—Preparation for business, with such courses as bookkeeping, correspondence, typing, and shorthand; Course B—Preparation for further study, with stress on mathematics and physics; Course C—Preparation for further study with stress on languages.

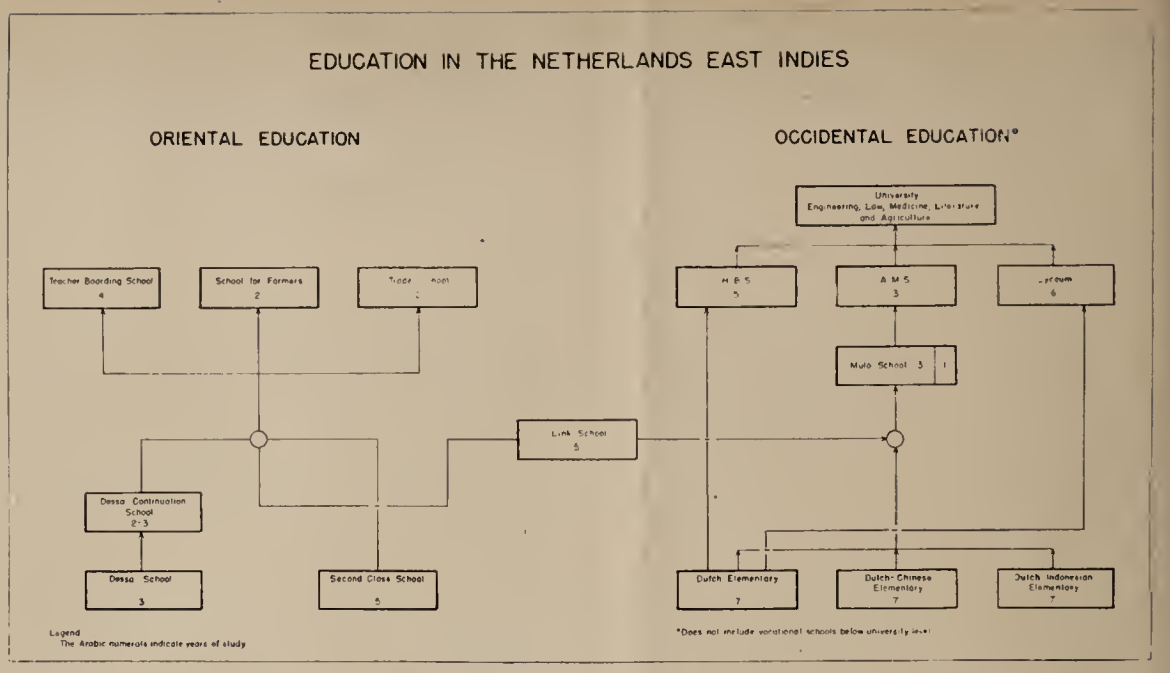
Secondary Schools

There were three types of secondary schools in Indonesia, the first two comparable to their counterparts in the Netherlands, the third more largely an outgrowth of Indonesian needs.

The first type, known as the *H. B. S.* (Hoogere Burgerschool) offered a 5-year program of studies consisting of natural sciences, mathematics, commerce, social sciences, and modern languages.

The second type, known as the *Lyceum*, offered a 6-year program of studies. The first and second years included a study of the classic languages, Latin and Greek, along with modern languages, all courses being required. The following 4 years were divided into two departments, one of which was literary, the other concerned with science and mathematics. In the former, Latin, Greek, and modern languages were continued, work being offered in history and the humanities as well.

The third type was the *A. M. S.* (Algemeene Middelbare School) or General Secondary School. Its program of studies which offered 3 years of work was a continuation of the Mulo School mentioned above. With the 3-year program of the Mulo School it thus provided 6 years of work above the elementary level and was comparable to the first and second types of secondary school. The program of studies offered



the alternative of either a literary or a science annd mathematics sequence of courses with related subjects. The literary program was divided into Oriental languages and literature or Latin language and literature, thus permitting a further refinement of choice. Each program contained modern languages as well.

Teacher Schools

Mention has been made of the Teacher Boarding School for Oriental education teachers. For Occidental schools, teachers were trained in *European Teacher Schools* where a 3-year program of study led to a license to teach in European elementary schools. The training period for a license to teach in Dutch-Chinese and Dutch-Indonesian schools was from 2 to 3 years beyond the Mulo School. Graduates of a H. B. S. were admitted to senior standing in either of these teacher schools.

Dutch-Chinese and Dutch-Indonesian Teacher Schools offered a 2 to 3 year program of studies. Requirements for entry were graduation from a Mulo School or its equivalent. Completion of this training entitled graduates to teach either in Dutch-Chinese and Dutch-Indonesian elementary schools or in Oriental continuation or teacher schools.

Teacher Schools for Girls offered a 4-year program of studies which prepared them for teaching domestic science courses at Occidental elementary schools. Graduation from a Mulo School or its equivalent was required for entrance.

University

The invasion of Indonesia prevented the fusion of the five colleges listed below into one university. A merger bill designed to achieve this unification has already been adopted by the People's Council.

1. Engineering College. Bandung, founded in 1920.
2. Law College, Batavia, founded in 1924.
3. Medical College, Batavia, founded in 1927.
4. Literary College, Batavia, founded in 1940.
5. Agricultural College, Buitenzorg, founded in 1940.

Requirements for admission to these colleges was graduation from a H. B. S. (Hoogere Burgerschool), Lyceum, or A. M. S. (Algemeene Middelbare School).

Reference Materials

Bradby, Edward (ed.) *The University Outside Europe.* New York: Oxford University Press, 1939. 332 p.

Essays on university education in the United States, British Dominions, India, The Far East, The Near East. University education in the Netherlands East Indies is described on p. 267–277.

Brugmans, I. J. *Geschiedenis van het Onderwijs in Nederlandsch-Indie.* Groningen- Batavia: Wolters, 1938. 370 p.

Dutch source on education in the Netherlands Indies. Copy may be borrowed from Library, Netherlands Information Bureau, New York, N. Y.

"*Comparative Studies of Native Education in Various Dependencies.* IV. A Dutch Colony: The Island of Java." In: *The Yearbook of Education 1935.*

London: The University of London Institute of Education, Evans Brothers Ltd., Publishers. p. 834–839.

Brief comments on education in the Dutch East Indies.

Djajadiningrat, Raden Loekman. *From Illiteracy to University.* Bulletin 3 of the Netherlands Indies Council of the Institute of Pacific Relations, New York, 1942. 68 p.

The development of education in the Netherlands Indies is described by the late Director of Education of the Netherlands Indies.

Embree, Edwin R.; Mumford, W. Bryant; Simon, Margaret Sargent. *Island India Goes to School.* Chicago: University of Chicago Press, 1934. 120 p.

This description of education in the Netherlands Indies contains educational charts and 20 illustrations.

Furnivall, John Sydenham. *Educational Progress in Southeast Asia.* New York: International Secretariat, Institute of Pacific Relations, 1943. 186 p.

Discusses briefly the development of education in India, Burma, British Malaya, Netherlands India, Indo-China, the Philippines, Thailand, particularly during the nineteenth and twentieth centuries.

Onderwijs Statistiek, Schooljaar 1935–1936. Batavia: Landsdrukkerij, 1938. 224 p.

Detailed statistical information on education in the Netherlands Indies for the period under review.

Schrieke, B. "Dutch East Indies." In *Educational Yearbook of the International Institute of Teachers College,* Columbia University. New York: Bureau of Publications, Columbia University, 1937. p. 85–114.

Brief survey of education in the Dutch East Indies.

Statistical Abstract of the Netherlands Indies. Department of Economics, Economic Affairs, Central Bureau of Statistics, Batavia: G. Kolff & Co., 1940. 186 p.

Government statistics of the Netherlands East Indies.

Vandenbosch, Amry and Kennedy, Raymond. "Education in the Netherlands Indies: Two Views." *Far Eastern Review,* October 18, 1944.

Two short articles, the first descriptive of the prewar Dutch record, the other emphasizing postwar Indonesian needs in the field of education.

Removal of Wartime Objection to Study Abroad

Following is an announcement by the Department of State regarding study abroad:

On December 28, 1942, the Department of State announced that, because of the increasingly exigent demands of the war upon the manpower supply of the United Nations, it had been found necessary to suspend, for the duration of the war, the award of official fellowships and travel and maintenance grants to students from the United States for study in the other American republics.

Since, with the end of the war, the conditions which led to the issuance of the announcement are rapidly disappearing, particularly with the return to civilian life of large numbers of war veterans, the Department is withdrawing its previous objection to study abroad by United States citizens. In doing so, however, it draws attention to the fact that the educational institutions in a number of countries outside the Western Hemisphere are not in condition to receive students from this country, in addition to which transportation facilities are at present difficult to obtain. The Department hopes, however, that as soon as travel conditions improve, representative American citizens will undertake either graduate study or research, or supervised short-term undergraduate study, in foreign countries and thus reciprocate the confidence shown by the many foreign students who have come to United States educational institutions during the war despite hardships of travel and living accommodations.

An announcement regarding the resumption of the Government's travel and maintenance grant program for study in the other American republics and the fellowships under the Convention for the Promotion of Inter-American Cultural Relations will be made at a later date. Inquiries regarding application forms for these programs should be addressed to the United States Office of Education, Washington 25, D. C.

Displaced Persons Educational Program

More than 200,000 children in displaced persons assembly centers in Germany are now attending school in a full-scale educational program under the supervision of Walter C. Bergman, Detroit educator who is UNRRA Director of displaced persons education in the United States occupation zone of Germany. The program is one of the major features in UNRRA's welfare services for displaced persons and nonrepatriables who will remain in Germany throughout the winter.

Many of the children, whose memories of concentration camp life are still fresh or whose parents were slave laborers only a short time ago, are now getting a first taste of childhood experience. Their instructors are former teachers and educated volunteers recruited among the displaced persons.

The displaced persons themselves, anxious to see their children in school, are cooperating in the program, Mr. Bergman reports. At one camp where there were no teachers at all, displaced persons told the UNRRA team director of several highly qualified people of their own nationality at a nearby center and requested their transfer. This made another school possible.

The schools range from kindergarten classes through the secondary school level. The Wiesbaden Assembly Center, which has a full-scale high school, also has a gymnasium and a basketball team. The schools at the camps are often located in bombed-out buildings without benefit of blackboards, chalk, books, paper, or writing materials.

Another GI Pamphlet

Will There Be a Plane in Every Garage? is the title of EM 37 GI Roundtable pamphlet recently off the press. Such subjects are discussed as, What will postwar planes be like?, Is buying a plane just like buying a car? and, How should private flying be regulated?

The pamphlet is available for 15 cents a copy from Superintendent of Documents, Washington 25, D. C. Other available subjects in the series are listed on page 2 of the October issue of SCHOOL LIFE.

Suggested School Health Policies

FOLLOWING is the first installment of a report of the National Committee on School Health Policies, formed in 1945 by the National Conference for Cooperation in Health Education. Each organization in the accompanying list was invited to nominate one of its members to serve on the committee. Thus "Suggested School Health Policies," a guide for all concerned with health in schools, integrates the viewpoints of many professional groups on the contributions which school programs can make to the health of children and communities.

Other installments of the report will be published in future issues of SCHOOL LIFE.

Introduction

Every school has health policies. Written or unwritten, consistent or inconsistent, in or out of tune and touch with the best informed professional opinion, these policies affect the present and future welfare of all school personnel, teachers as well as students.

The purpose of this document is to provide a clear, comprehensive, printed statement of the consensus of well-informed professional opinion concerning many specific school policies which directly or indirectly affect the health of children and adults. It is implied that the adoption of these policies by any elementary or secondary school or any school system will improve the health status both of the students in the school and of the communities in which they are located.

It is sometimes necessary to state policies in terms of the *ideal* program, practice, procedure, and personnel. For example, it is frequently suggested that certain problems be referred to the school medical adviser (school physician) or to other specialized health personnel. It is recognized that many schools, especially in rural areas, do not have such personnel and will have to modify their practices accordingly. However, it remains the best policy for every school to have available the services of a school medical adviser, dental adviser, nurse, health coordinator, psychologist, nutritionist, and health educator.

This document is written at the level of the school administrator because no school health policy can be put into effect successfully without his understanding of, consent to, and action on it. However these statements are addressed to all persons in any way concerned with the health of the school child so that they, too, may understand how best to share and cooperate in making and carrying out programs which will in fact improve the health of students.

Among those who may read or consult this document with interest and profit are the following: Members of boards of education and boards of health; school administrators (superintendents, principals, supervisors); health officers (and their staffs); teachers: physicians; dentists; nurses; psychologists; health educators, counselors, or co-ordinators; social and welfare workers; parents: students of education, medicine, nursing, dentistry, and public health.

General Health Policies

Health is a primary objective of modern education. Health was named as the first of the seven cardinal objectives of education in the 1918 report of the Commission on the Reorganization of Secondary Education. More recently the Educational Policies Commission has stated: "An educated person knows the basic facts concerning health and disease . . . works to improve his own health and that of his dependents . . . and works to improve community health."

Every school has tremendous opportunities to promote the health of its pupils and of its community. From early childhood to early manhood and womanhood, most children are enrolled in schools and are under the supervision of school staffs for a substantial part of the day for approximately half the days of the year. The conditions under which they live in school, the help which they are given in solving their health problems, the ideals of individual and community health which they are taught to envisage and the information and understanding that they acquire of themselves as living organisms are factors which operate to develop attitudes and behavior conducive to healthy, happy, and successful living. In all of its efforts, the school must consider the total personality of each student and the mutual interdependence of physical, mental, and emotional health.

The need for policies

If a school is to make the greatest possible contribution to the continuing health and welfare of its pupils throughout their whole lifetime, it should formulate and apply health policies consonant with the best thought and practice in this field.

Such policies recognize that the total health of the total child in his total life

National Committee on School Health Policies

CHARLES C. WILSON, *Chairman*
JUSTUS SCHIFFERES, *Secretary*
W. E. AYLING, *American School Health Association*
W. W. BAUER, *American Medical Association*
EDWARD S. EVENDEN, *American Association of Teachers Colleges*
RAYMOND A. GREEN, *Secondary School Principals Association*
W. H. LEMMEL, *American Association of School Administrators*
S. S. LIFSON, *U. S. Public Health Service*
BEN MILLER, *American Association for Health, Physical Education and Recreation*
HAROLD H. MITCHELL, *American Academy of Pediatrics*
DOROTHY NYSWANDER, *American Public Health Association*
THURMAN B. RICE, *Joint Committee on Health Problems in Education of the N. E. A. and A. M. A.*
MAYCIE SOUTHALL, *Educational Policies Commission*
FRANK STAFFORD, *U. S. Office of Education*
GEORGE M. WHEATLEY, *U. S. Children's Bureau*
ALBERTA B. WILSON, *National Organization for Public Health Nursing*
J. M. WISAN, *American Dental Association*

situation is the paramount objective of any school health program. Such policies evolve from increasingly accurate and certain understanding of the needs of children. Such policies are free from fad and prejudice, are subservient neither to unproved speculation nor heavy-handed tradition. Such policies grow out of successful experience, are guided by expert judgment, and conform with as well as help give direction to the policies of the community which the school has been established to serve.

Every school should establish workable policies, perferably in written form, to assure its pupils of (1) healthful school living conditions, (2) appropriate health and safety instruction, (3) adequate or superior services for health protection and improvement, (4) healthful physical education, and especially (5) teachers and other school personnel with up-to-date preparation so that they are well qualified for their special health responsibilities. Sound policies for the education and care of handicapped children are equally essential.

The help of many is needed

Schools alone, however, cannot enable children to attain all the desirable goals of individual and community health. Considering the magnitude and multitude of the diverse and continuing efforts that must be made to satisfy the health needs of children it is fortunate that many people and groups, in addition to schools, are also greatly interested in promoting health.

Parents have the primary responsibility for the health of their children.—Physicians, dentists, nurses, health officers, social and welfare workers and their official organizations, such as medical, dental, and nursing societies; health departments; voluntary health agencies; and social agencies are all rightfully concerned with health activities in their communities.

Cooperation is the keynote essential to the coordination of the efforts of all concerned with child health. Only in this way can schools and communities develop balanced programs of health education and health care. Only thus can a school avoid false emphasis on one phase of its health program with corresponding neglect of other equally vital areas. School health policies must be formulated to achieve the maximum cooperation and coordination both within each school and each school system and between each school and the community.

Health councils promote cooperation

Every school should establish its own school health council or health committee.—Organized on democratic and representative principles, under the authority of the principal school administrator, the school health council provides a simple, orderly, and convenient administrative mechanism for determining and implementing wise school health policies in the light of local and immediate needs. Experience in many schools where such councils are now quietly and successfully functioning has already demonstrated their usefulness to the school administrator as well as their value to the children and the community. In the school health council should be vested the responsibility for planning the total health program of the school. Cooperation is its keynote, too.

The school health council should be as comprehensive and representative as possible. Details of organization and operation of each council—its membership, frequency of meetings, scope of authority, program and the like—need follow no preordained pattern and can be best determined by each council for itself.

Initiative for the establishment of the school health council is the first requisite. In a one-room rural school, the school health council might consist only of the teacher, one interested parent, and one representative of the health professions—a local physician or a county health nurse.

In a large metropolitan high school, the school health council might properly include: The principal; a physician, usually the school medical adviser; a dentist; a nurse, usually the school nurse; the health educator, health counselor, or health coordinator; teachers—of physical education, of biology or other science, of home economics, of handicapped children, representing all classroom teachers with special interest in health problems; a psychologist; a member of the guidance staff; a nutritionist, usually the school food service director; a dental hygienist; the head janitor; students, representing the student council or student body; parents, representing the Parent-Teachers Association; liaison representatives from official or voluntary community health organizations and from the school system health council.

Every school system, under whatever jurisdiction it operates, should have a central health council or committee with appropriate representation from all schools and from all groups interested in school health.—The relationship of the central health council to each of the individual school health councils must be determined by experience in each community. In general, it is best if the central council guides and gives leadership but leaves each school health council with considerable autonomy. At the level of the central health council, where, for example, the city or county superintendent of schools and the city or county health officer meet, the fruitfully cooperative relationships between the school system and the health department can best be worked out.

Schools should work with community health councils wherever they are established and if necessary should take leadership in their organization and direction.—Experience in communities that have taken steps toward increasingly effective organization for health education points toward the development of a permanent community health council (city or county health council), which carries on cooperative studies and gives impetus to the entire community health program. The schools have a responsibility for sharing in community health planning and should participate wholeheartedly in it.

No child should be handicapped because he fails to receive needed health education and care. Through the cooperative efforts of the many professional and civic groups represented in a community health council, ways can and should be found to provide for the specific health needs of all children.

Provisions for Healthful School Living

Pupils should be able to live healthfully while at school. This requires attention to standards for school safety and sanitation; to teacher-pupil rela-

tionships as they influence mental and emotional health; and to the health of school personnel. In many schools it requires that a wholesome, nutritious lunch be available.

Standards for safety and sanitation

Every school has a responsibility for providing a healthful environment: physical, social, and emotional. The authority which requires pupils to attend school implies the responsibility to provide an environment as evocative as possible of growth, learning, and health. Location of the school should be chosen with a view to ample space for buildings and grounds; to safety from accident hazards, especially traffic hazards; to freedom from noise; to cleanliness; and to the provision of as good drainage as possible. The school should not be at the bottom of the valley nor at the top of an exceptionally high hill. There should be appropriate sunshine and shade and, if necessary, shelter from severe winds. The location should be easily accessible, particularly for small children. Attractiveness of surroundings should not be overlooked.

Construction and maintenance of the school building should be in accordance with, or superior to, standards established by law and by official building and health regulations. Important considerations are adequate size; appropriate ventilation, heating, lighting, and acoustics; adjustable seats with regard for postural considerations; attractive decorations; wide halls; stairways of fireproof construction; doors opening outward on automatic safety latches. Lavatories and hand-washing facilities should be adequate and accessible and of appropriate size for the children who use them. There should be an ample number of drinking fountains of approved sanitary design, and these should always be kept in good working order.

Indoor and outdoor gymnasiums, and outdoor play areas with necessary dressing, locker, and shower rooms, and—ideally—swimming pool facilities, should be available. School recreational facilities should be accessible for community use and arranged so that they may be used separately from the rest of the school. Outdoor athletic grounds must have suitable surfaces to avoid lacerating injuries. There should be adequately planned and equipped health service rooms, and separate isolation and rest rooms for boys, girls, and teachers. Assemblies, libraries, and other group activity rooms should preferably be located on the ground floor.

Standards for school sanitary facilities are frequently found in building codes of State departments of education and sanitary regulations of State departments of health. They are also available in textbooks on sanitation and on school health.

These standards must be arrived at in cooperation and consultation with health departments, architects, and other experts in lighting, sound, ventilation, and other special phases of modern school building construction and maintenance. Up-to-date standards must be followed.

Housekeeping procedures and the maintenance of safety and sanitary facilities in the building and school grounds should be under constant supervision. In addition, a complete, detailed survey of sanitary conditions and facilities should be made at least once each year. Written reports, listing recommendations for improvements, should be filed with the principal, superintendent of schools, and the health officer and be made available to the public. The individual responsible for sanitary inspections may be the school medical adviser, school nurse, health officer or sanitary inspector, principal, or superintendent. In large cities, the superintendent of school buildings and grounds will probably have a part in the inspections. In rural schools, the teacher or school superintendent or the public health nurse or health officer may perform this function.

Promoting mental and emotional health

A healthful environment requires constant consideration of pupils' emotional and social environment.

Perhaps the most important mental health factor in the school environment is the personality of the teacher. The teacher or principal who is kind but firm, sympathetic but exacting, and friendly, but reserved, exerts a beneficial influence on emotional health. The nagging, scolding, sarcastic, domineering, or emotionally unstable teacher or principal can seriously injure pupils. The same considerations apply to all other school personel.

The mental health of pupils requires that teaching methods give ample opportunity for experiencing success without exposing the pupil to excessive fatigue, undue worry, or other unfavorable emotional stimulation. Disciplinary measures should consider pupil personality of greater importance than the rigid application of arbitrary rules. Types of examinations and methods of promotion should stimulate each pupil to do the best he can rather than discourage or degrade him. Any system of awards should put emphasis on group cooperation rather than on undue competition among individuals.

Health of school personnel

A healthful environment requires attention not only to the arrangement of the program within the school day and to student-teacher relationships within the classroom but also to the physical and mental health of all school personnel. Children should not be in contact with sick adults (principals, teachers, supervisors, doctors, nurses, clerks, custodians, secretaries, bus drivers, food handlers). The school staff should be subject to adequate health supervision and guidance. Principals should be given responsibility for sending from school a teacher or other employee whose health condition may be detrimental to pupils or fellow employees.

All school employees should be required to have health examinations including a chest X-ray previous to employment and periodically thereafter. The extent of examinations and their frequency should be determined through cooperative planning by teachers, school administrators, and school medical advisors. Measures for preventing the spread of communicable diseases should include encouraging school employees to stay at home when sick and excluding those who may endanger the health of others.

Since the health of teachers, custodians, and other school personnel vitally affects the health of children, teaching and working conditions must be sanitary and safe, teaching and working loads reasonable. Provision for sick leave is needed. Peace of mind is en-

couraged by provisions for tenure and retirement.

School food service

For many pupils, eating lunch at school is a part of healthful school living. Food service at school should be established primarily on the basis of need in each school situation. Good nutrition should be the objective; profit-making should be discouraged; outside financial aid may be needed. The school lunch program should be adequately supervised and should fully utilize all educational opportunities, both in the direction of developing good eating habits among all the children and of improving the appreciation of the normal social ceremony which is "the sauce to meat." This should be done in close correlation with classroom instruction.

The school lunch program affords a commonly neglected "laboratory" for the development of good eating habits. The circumstances surrounding the service of food in themselves create social situations of the utmost influence on the individual. There is social significance in the school food service program.

Eating places in schools should be pleasant rooms, ample in size and seating capacity to permit the leisurely eating of a noon meal by all pupils and teachers who are in the room at the same time. The dining room itself must be bulwarked by adequate kitchen facilities, including proper refrigerating and cooking equipment, storage space, and waste disposal systems. Washrooms for teachers and pupils should, of course, be provided.

Sanitary regulations of the highest order should be enforced in school eating establishments, including all health department regulations concerning food establishments and food handlers. Workers with respiratory or skin infections, or disease carriers, must not handle other people's food. Regulations relating to sanitation and to the health of food handlers should be put in effect by the school medical advisor in cooperation with the director of food services. Volunteer students or part-time workers, who meet the requirements, may be valuable when full-time trained personnel is not available.

The responsibility for adequate food service, including menus which provide nutritious, wholesome, and attractive lunches or other feedings, rests finally with the principal school administrator. This responsibility is properly delegated to a competent director of food service, preferably one trained in the science of nutrition as well as skilled in practical management. Where no such person is available within the system, competent advice should be sought from outside. The recommendations of qualified nutritionists as to menus and management must receive administrative support.

Children need a good breakfast; this is a primary responsibility of the home. Those who do not receive such a breakfast at home, or who are compelled to breakfast unusually early, may need supplementary food at or soon after the opening of school. The so-called mid-morning lunch, if served, should be of a character quickly assimilated and not likely to impair appetite for the noon meal.

Health and Safety Instruction

The promotion of health through instruction related to real life situations constitutes a distinct challenge to present day education. Although schools have unique opportunities for instructing large numbers of young people, the health instruction in a community should not be limited to school children. Adults have health interests and needs which should be met by a community-wide program of health instruction.

The school instructional program

Schools should clearly and definitely instruct pupils concerning the functioning of the human organism, the maintenance and improvement of health, the causes and methods of prevention of diseases, and the organization and functions of community health programs. As a result of the greatly increased complexity of modern living, it becomes necessary to include, as a part of the general program, instruction in matters pertaining to the prevention of accidents. Throughout this section those phases of "safety education" that are most intimately connected with healthful living are included under the larger term "health."

Health instruction should arouse interest, engender compelling motives, and stress the development of good habits and attitudes as well as the acquisition of knowledge.

One value of school health instruction comes from the awakening of a scientific attitude toward problems of health and disease and a realization that the principles of biology, physics, and chemistry are as applicable to the human body as to matter elsewhere. A scientific attitude toward health can break down superstitions and fads and thereby help pupils to analyze critically advertising and propaganda which may be misleading. Practice in distinguishing between fact and fallacy in health problems and learning where to find scientific data and authentic opinions are methods to be employed in evoking a scientific concept of personal and community health problems. Care should be taken to present instruction in such a way that pupils will not develop fears or feel that they can diagnose and treat their own ailments. There should be consideration of the limitations and dangers of self-diagnosis and self-treatment in first aid and in procedures for the home care of the sick.

No one method of incorporating health and safety instruction into the curriculum will suffice; all opportunities for influencing health behavior and for providing an understanding of health should be utilized. A well-organized program will give proper emphasis to direct health instruction and to supplementary or incidental instruction in other subject-matter areas. Extra-class activities, auditorium programs, day-by-day healthful school living, and the experiences of students with the various procedures for health protection and promotion should all be used.

Courses of study in health should be carefully planned and the material adapted to the needs, interests, and capacities of students. The program should be so organized that unnecessary duplication or serious omission in content may be avoided.

Visual aids, textbooks, and other materials used in elementary and secondary health instruction should be selected with thoughtful consideration both to their appropriateness for the grades

with which they are to be used and to their scientific accuracy. The school medical adviser and other health specialists can aid especially in checking for accuracy.

Elementary school health instruction

Health instruction in elementary grades is the classroom teacher's responsibility. At the elementary school level, health teaching consists largely in helping children to develop desirable habits of and attitudes toward healthful living. The alert, interested teacher sees the significance of pupil activities throughout the school day and of the relationships of pupils with each other. She relates much of her health instruction to such life experiences as the use of toilet and hand-washing facilities; medical and dental examination; weighing and measuring; visits of the physician, nurse, or other health specialist; playground activities; and the lunch period.

The amount of time needed for health instruction in elementary schools can not be determined arbitrarily since the needs and interests of pupils vary. The teacher and the administrator should see that whatever time is necessary for furthering the health of pupils is available and used. Since health is considered one of the first objectives of education, the amount of time allotted to health instruction should at least equal that devoted to any other major area of the curriculum.

Health instruction in the secondary school

At the secondary school level, the planning of health instruction becomes complicated by many conditions peculiar to secondary schools. One of these is the departmentalization of instruction which is apt to make teachers subject-minded rather than pupil-minded. There is a growing tendency, however, to center attention on the needs of students and to expect each teacher to be interested in students as individuals. In keeping with this trend, homeroom and classroom teachers should assume responsibility for the day-by-day health supervision of the students in their charge.

Another factor which complicates instruction in high schools is the number of subjects which offer valuable opportunities for supplementing the instruction given in specific health courses. Science courses, both physical and biological; social studies; industrial arts; home economics; and physical education are among the subjects which have significant contributions to make. The relationships of these areas to health requires that each high school coordinate its various departmental programs in order that they may appropriately supplement specific health courses and at the same time avoid undesirable duplication. The school health council offers a valuable channel for coordinating health instruction, for relating the classroom instruction to the work of health specialists, and for insuring that the over-all content reflects the health needs of the students and community.

Specific health courses should be provided in secondary schools and should have a minimum time allotment of a daily period for at least one semester during either the ninth or tenth grade and a similar amount of time in the eleventh or twelfth grade. Health courses should be placed on par with courses in other areas of instruction and given proportional credit or recognition. Health courses should be given in regular classrooms with classes comparable in size to those in other subject-matter areas.

The content of secondary school health courses should meet present and anticipate future needs of students. Appropriate emphasis in the ninth or tenth grades would be an orientation to the student's personal health problems. Young people need to become acquainted with themselves as functioning organisms and to understand the scientific basis of sound health behavior in home, school, and community. In the eleventh or twelfth grade emphasis should be placed on student preparation for adult personal and family living, vocational competency, and community responsibilities. Any topic related to health and sanitation that may be important to the individual and the community in which he lives, is appropriate for inclusion in health courses.

Wherever possible, health courses should be given by teachers with special preparation and with certification in health education. If such teachers are required to teach some other subject area, they should be licensed in that area too. Schools should make every effort to see that health instruction is given by teachers fully prepared and qualified; it should not be regarded as an incidental subject to be relegated to any teacher who has a light teaching load or a conveniently free period.

School participation in community health education

The health of pupils requires that they be properly cared for at home. Intelligent home care and intelligent school care should supplement each other.

The need for parental health education is great, for too often parents' knowledge about the health care of children is woefully limited and not up-to-date. Direct contact between parent and school should be encouraged for the solution of health problems.

Parental health education is a part of a broad program of community health education. Schools should cooperate with other community agencies in planning and conducting a program of health education which reaches all adults. Such programs should be concerned with helping adults:

1. To discover community health problems and, with guidance, develop plans to cope with these problems;

2. To understand the health needs of children and how to meet them;

3. To study and understand school health programs and to participate in them;

4. To add to their own health knowledge.

The initiative for a community health education program may come from schools, health department, or other community agency. The final program, however, should result from cooperative planning and a sharing of resources as regards personnel, facilities, and equipment.

Disposal of Surplus Property to Educational Institutions

OPPORTUNITY to buy surplus property at a discount has recently been granted to nonprofit educational and public health institutions. The regulation applies only to personal property disposed of within the United States, its Territories, or possessions.

The Surplus Property Administration, through SPA Regulation 14, has requested the Federal Security Agency to assist in the distribution of surplus property to educational and health institutions and other nonprofit agencies eligible under the provisions of section 13 of the Surplus Property Act of 1944. The Federal Security Agency has delegated to the U. S. Office of Education, a constituent unit of the Federal Security Agency, the responsibility for the administration of the program with respect to educational institutions as defined in subsection (b) (3) of section 8314.1 of SPA Regulation 14. Under the provisions of SPA Regulation 14 the U. S. Office of Education will:

(1) Compile and keep current a list to be submitted to the Surplus Property Administration of all eligible educational claimants under the terms of the Surplus Property Act of 1944 (sec. 8314.4),

(2) Prepare and continuously revise, in consultation with disposal agencies, estimates of need from time to time to assist the Surplus Property Administration in establishing reserves from which applications from educational institutions will be filled (sec. 8314.5),

(3) Develop and check constantly criteria for determining the legitimate needs of educational claimants (sec. 8314.6),

(4) Develop procedures for advising claimants of available surplus property and check constantly the effectiveness of such procedures (sec. 8314.11),

(5) Develop and continuously examine procedures for the review and approval of applications from educational institutions for surplus property at a price discount (sec. 8314.7).

Surplus Property Administration Regulation 14

Following is the text of Surplus Property Administration Regulation 14 calling for Federal Security Agency participation in the disposal of property:

Part 8314—Disposal to Nonprofit Institutions and Discounts for Educational or Public-Health Institutions or Instrumentalities

* * *

§ 8314.1 *Definitions.* (a) *Terms defined in act.*—Terms not defined in paragraph (b) which are defined in the Surplus Property Act of 1944 shall in this part have the meaning given to them in the act.

(b) *Other terms.*—(1) "Instrumentality" as used herein refers to any instrumentality of a State, Territory, or possession of the United States, the District of Columbia, or any political subdivision thereof, as well as to such States and subdivisions themselves.

(2) "Nonprofit institution" means any nonprofit scientific, literary, educational, public-health, public-welfare, charitable or eleemosynary institution, organization, or association, or any nonprofit hospital or similar institution, organization, or association which has been held exempt from taxation under section 101 (6) of the Internal Revenue Code, or any nonprofit volunteer fire company or cooperative hospital or similar institution which has been held exempt from taxation under section 101 (8) of the Internal Revenue Code.

(3) "Educational institution or instrumentality" means any school, school system, library, college, university, or other similar institution, organization or association, which is organized for the primary purpose of carrying on instruction or research in the public interest, and which is a nonprofit institution or an instrumentality.

(4) "Public-health institution or instrumentality" means any hospital, board, agency, institution, organization or association, which is organized for the primary purpose of carrying on medical, public-health, or sanitational services in the public interest, or research to extend the knowledge in these fields, and which is a nonprofit institution or an instrumentality.

§ 8314.2. *Scope.*—This part shall apply only to disposals of surplus personal property made by disposal agencies within the United States, its territories or possessions. It shall not apply to any disposals of real property, industrial plants, shipyards and facilities, aeronautical property subject to the provisions of Part 8304,[1] property designated in classes (1) to (8), inclusive, of section 19 of the Surplus Property Act of 1944, or surplus vessels which the Maritime Commission determines to be merchant vessels or capable of conversion to merchant use. This part grants to nonprofit institutions the opportunity to acquire surplus property and in the case of educational and public-health institutions the right to a discount. Instrumentalities are entitled to acquire surplus property by priority pursuant to the provisions of Part 8302.[2] This part extends to educational and public-health instrumentalities the additional right to acquire such property at a discount. The benefits of this part apply only to those tax-supported institutions which are instrumentalities or which are nonprofit institutions referred to in section 8314.1.

§ 8314.3 *General policy of disposal.*—Section 13 (a) of the Surplus Property Act of 1944 provides generally, to the extent feasible, for transfer of surplus property on the basis of need to nonprofit institutions and instrumentalities so that they may have the opportunity to fulfill in the public interest their legitimate needs, and that surplus property that is appropriate for school, classroom, or other educational use, and

[1] SPB Reg. 4 (10 F. R. 5460, 6785, 10362, 11402).
[2] SPB Rev. Reg. 2 (10 F. R. 12121).

surplus medical supplies, equipment, and property suitable for use in the protection of public health, including research, may be disposed of at a value which takes into account any benefit which has accrued or may accrue to the United States from the use of such property.

§ 8314.4 *Determination of eligibility.*—The Federal Security Agency shall submit to the Surplus Property Administrator certified lists of public-health, educational, and other nonprofit institutions and instrumentalities eligible for the benefits provided under this part. Such lists shall be revised from time to time as necessary.

§ 8314.5 *Estimates.*—The Federal Security Agency in consultation with the disposal agencies shall prepare estimates and submit recommendations to the Surplus Property Administrator from time to time regarding the quantities and types of surplus property which should be reserved for disposal to nonprofit institutions and instrumentalities during specific future periods of time and the general areas for which such property should be held in reserve.

§ 8314.6 *Criteria.*—The Federal Security Agency shall develop criteria by which to determine legitimate needs of nonprofit institutions and instrumentalities which apply for surplus property under this part. The Federal Security Agency shall submit such criteria for the approval of the Surplus Property Administrator.

§ 8314.7. *Review of applications.*—The Federal Security Agency shall establish with the approval of the Surplus Property Administrator procedures under which applications by or for nonprofit institutions and instrumentalities under this part will be submitted to and reviewed by the Federal Security Agency. Such procedures shall also provide for action to be taken on the application following its review. If any such application is disapproved in whole or in part, the applicant may appeal from such ruling to the Surplus Property Administrator.

§ 8314.8. *Disposals.* (a) *Acquisition at fair value.*—Any nonprofit institution whose application is approved by the Federal Security Agency, or on appeal by the Surplus Property Administrator, shall be entitled to acquire from disposal agencies any surplus property available for disposal, at the fair value of such property and in lots not smaller than the smallest lots consistent with commercial practice. Property already advertised for public competitive bids or for sale at auction or for immediate purchase at a fixed time, and property specifically selected by a prospective purchaser, shall not be considered available. Orders from nonprofit institutions shall not be filled out of property reserved for Goverment agencies and State and local governments and their instrumentalities under § 8302.5.[2]

COMMISSIONER STUDEBAKER has announced establishment of a Division of Surplus Property Utilization in the U. S. Office of Education.

H. F. Alves has been appointed Director of the Division; Raymond W. Gregory has been appointed Deputy Director of Plans and Programs; and E. J. Braun has been appointed Deputy Director of Field Operations. Provision will be made for having field representatives assigned to assist educational claimants in the States.

Nothing herein shall impair the rights of States or their political subdivisions or instrumentalities to acquire property pursuant to Part 8302,[2] nor impair the priority grauted by section 13 (f) of the act.

(b) *Acquisition at competitive sales.*—Any nonprofit institution shall be entitled to compete on the same terms and conditions as other classes of purchasers whenever surplus property is offered for sale by a competitive method of offering.

§ 8314.9 *Prices.* (a) *Fair value.*—The fair value at which surplus property shall be disposed of hereunder shall be the same value as established for disposals to Government agencies and State and local governments under Part 8302.[2] Such fair value shall not be greater than the lowest price which is offered to any trade level at the time of acquisition by the nonprofit institution or instrumentality.

(b) *Discounts to educational and public-health institutions and instrumentalities.*—Disposal agencies shall allow from the fair value of property as set forth in paragraph (a) a discount of forty (40) percent upon orders by or for educational or public health institutions or instrumentalities based upon applications approved as provided in section 8314.7.

§ 8314.10 *Certificate of need and use.*—Each application to Federal Security Agency by or for a nonprofit institution or an instrumentality eligible for the benefits of this part shall bear a certificate by a responsible officer thereof that the property sought by the applicant is required for its own use to fill an existing need of the applicant and that it will not be resold to others within three (3) years of the date of purchase without the consent in writing of the disposal agency.

§ 8314.11 *Notices of offering.*—Disposal agencies shall in cooperation with the Federal Security Agency adopt procedures which will allow nonprofit institutions and instrumentalities to receive notices of what surplus property is available or offered for sale within the area in which the offering is made. Nonprofit institutions and instrumentalities shall have the right upon request to be put on mailing lists in all cases where such lists are used to offer property for disposal, including mailing lists otherwise reserved for special classes of buyers; unless the disposal agency shall find that the giving of such notices to nonprofit institutions and instrumentalities shall for any particular type of property become impracticable, unduly expensive to the Government, or unreasonably burdensome upon the facilities of the disposal agency. When public advertising is used as the method of offering, no other notice need be given to nonprofit institutions or instrumentalities.

§ 8314.12. *Regulations by disposal agencies to be filed with the Surplus Property Administrator.*—Each disposal agency, the Federal Security Agency, the United States Office of Education, and the United States Public Health Service shall file with the Surplus Property Administrator copies of all regula-

[2] SPB Rev. Reg. 2 (10 F. R. 12121).

tions, orders, and instructions of general applicability which they may issue in furtherance of the provisions, or any of them, of this part.

§ 8314.13 *Records and reports.*—Each disposal agency shall prepare and maintain such records as will show full compliance with the provisions of this part and with the applicable provisions of the act. Reports shall be prepared and filed with the Surplus Property Administrator in such manner as may be specified by the Administrator by order hereunder subject to the approval of the Bureau of the Budget pursuant to the Federal Reports Act of 1942.

This part shall become effective November 6, 1945.

W. Stuart Symington,
Administrator.

November 6, 1945.

High Schools for Veterans

Designed to give the war-matured fighting men who seek high-school diplomas every opportunity to reach this goal, Commissioner Warren of Massachusetts has announced the recent opening of nine regional high-school centers, according to the Massachusetts Educational News. Every Massachusetts veteran with an honorable discharge, is eligible to enroll. No approval by the Veterans' Administration is required. A combination of correspondence-course instruction and tutoring is comtemplated, and the courses are free.

Courses may be commenced at any time, with 1 or 50 veterans enrolling. Instructors are provided for frequent consultations with the students if they are "snagged in the correspondence-course study."

Commissioner Warren, in commenting on the new venture, characterized it as the first program of its type that he knew about in the United States. The mechanics of the venture were worked out during a series of meetings of high-school principals and superintendents, the presidents of the various teachers colleges, and Anson B. Handy, former president of Hyannis State Teachers College, whom Commissioner Warren has assigned to work as coordinator of the program.

SECONDARY EDUCATION

Present High-School Enrollments

Special reports received by the U. S. Office of Education from several cities giving high-school enrollments at the beginning of this school year indicate that no marked change has taken place. Usually these reports compare the enrollments this fall with those at the beginning of the school year 1944–45.

Where the data are given separately for junior high schools and senior high schools, the junior high schools more frequently show reductions and the senior high schools register increases. The distinction is explainable, partly because more students of senior high-school age are returning from industry and the armed services, partly because the junior high school is more affected than is the senior high school by the low birth rates occurring between 1932–36.

Following are the reports and the names of the persons reporting:

Pasadena, Calif.:

Grades:	*1944–45*	*1945–46*
7–8	2,797	2,788
9–10	2,878	3,091
11–12	2,406	2,589
Continuation	221	216

Margaret E. Bennet, director of guidance, Pasadena City Schools.

Wilmington, Del.:

Grades:	*Sept. 1944*	*Sept. 1945*
Junior high	3,723	3,921
Senior high	2,511	2,552

W. H. Lemmel, superintendent of schools.

Atlanta, Ga.:

For white pupils:

Grades:	*1944*	*1945*
Senior high	4,499	4,529
Junior high	7,093	7,113
Special	650	973

For Negro pupils:

Grades:		
Senior high	1,901	2,034
Junior high	3,635	3,976

Jarvis Barnes, supervisor, Department of Statistics, Board of Education.

Chicago, Ill.:	*Sept. 1944*	*Sept. 1945*
Grades, high schools	116,740	113,250

Louis V. Newkirk, director, Bureau of Industrial Arts Education.

Baltimore, Md.:	*Sept. 1944*	*Sept. 1945*
Grades, senior high	12,325	12,112

H. B. Chapman, assistant director, Bureau of Measurements, Statistics, and Research.

Boston, Mass.:

Grades:	*1944*	*1945*
9	8,844	8,403
10	7,536	7,419
11	6,905	6,098
12	5,470	5,183
Total	28,755	27,103

Thomas D. Ginn, head, Bureau of Child Accounting, Office of the Division of Employment.

Detroit, Mich.:	*Sept. 1944*	*Sept. 1945*
Grades, high school	48,052	48,341

Warren K. Layton, divisional director, Department of Guidance and Placement.

Kansas City, Mo.:

Grades:	*Oct. 1944*	*Oct. 1945*
High school	12,858	13,047
Vocational	806	883
Junior high	3,937	3,990
Total	17,601	17,920

G. Dewey Smith, director, Department of Attendance, Census and Visiting Teachers.

St. Louis, Mo.:	*1944–45*	*1945–46*
Grades, high school	22,218	22,488

J. S. Nants, assistant superintendent in charge of secondary education.

Cincinnati, Ohio:

Grades:	*1941*	*1942*	*1943*
Senior high	9,860	10,101	9,471
Junior high	6,954	5,645	5,398
Vocational high	3,034	2,524	1,916

	1944	*1945*
Senior high	9,839	9,756
Junior high	5,092	5,086
Vocational high	1,888	2,014

Hazel Drake, secretary to the superintendent.

Philadelphia, Pa.:

Grades:	*1941*	*1942*	*1943*
Senior high	46,172	42,049	39,227
Junior high	43,417	43,112	42,148
Vocational high	------	------	5,381

	1944	*1945*
Senior high	40,007	40,550
Junior high	40,765	39,833
Vocational high	5,662	6,067

Charles F. Bauder, director, Division of Vocational Education.

Knoxville, Tenn.:	*Sept. 1944*	*Sept. 1945*
Grades, junior and senior	7,298	7,436

Curtis G. Gentry, director, Department of Secondary Education.

Richmond, Va.:

For white pupils:

Grades:	*Sept. 1944*	*Sept. 1945*
Senior high	3,689	3,746
Junior high	3,504	3,469

For Negro pupils:		
Grades:		
Senior high	2,290	2,430
No Negro junior high	-----	-----

Elizabeth Morton, Department of Research.

Cleveland, Ohio:

Grades:	*Sept. 1944*	*Sept. 1945*
Senior high	20,181	19,097
Junior high	22,617	20,997

Frank C. Moore, director of Industrial Arts.

☆

High-School Correspondence Courses—In School and Out

At least three agencies within the State of California have recently taken cooperative action to add supervised correspondence courses to existing educational services with a view to helping youth to fulfill their educational needs. The 1945 session of the State legislature added to the school laws provisions which (1) will enable school boards at public expense to "provide pupils enrolled in the regular day schools of the district with instruction by correspondence . . . in subjects included within the courses of study offered in the school and which for good reason cannot be given by the school"; and (2) will authorize such boards, if there are fewer than 50 minors subject to compulsory continuation education, to enroll such minors "in approved correspondence courses, home study, or such other educational programs as the governing board is authorized to, and may provide."

The State Board of Education and the State superintendent of public instruction were given responsibility of prescribing rules and regulations (1) which would make reliable correspondence courses available to the schools and to the students and (2) which would provide adequate guidance and supervision for this type of instruction both to the youth desiring certain courses not otherwise available in the small high schools and to youth living in small population centers who wish "on the job" training beyond or in addition to courses available in their local schools.

The new law specifies that these correspondence courses shall be "provided by the University of California or other universities or colleges in California accredited for teacher training . . ." At the request of school administrators and teachers of the State, the State University had earlier taken steps to try out certain high-school correspondence courses available from another State university.

The extension service of the University of California now employs a full complement of teachers qualified to make, correct, and in other ways service high-school correspondence courses and to supply study materials and essential guidance. This institution is now prepared to provide instruction in a total of 86 courses approved for acceptance by the University in fulfillment of entrance requirements. Through proper arrangement prior to enrollment with the high schools or colleges and universities, it is now possible in this State to receive credit for the work satisfactorily completed by correspondence study.

A recent pamphlet issued under the title *Lifelong Learning—High School Supervised Study by Correspondence, 1945–46*, published by University Extension, University of California, Berkeley, sets forth the following specific purposes for which supervised correspondence study is intended:

1. To expand and enrich curricula of small or large high schools and to make available broader general educational experiences and specialized fields:

a. By providing courses in vocational subjects.

b. By offering subjects which meet specific college entrance requirements.

c. By offering to the gifted boy or girl suitable subjects for which usual demand is small.

d. By offering courses for the irregular student, thus making some progressive achievement possible.

2. To provide courses for which a teacher cannot be employed. This is especially important during the immediate postwar period.

3. To bring high school education to the rural or isolated student who is unable to attend a secondary school.

4. To enable the handicapped or incapacitated student to obtain an education.

5. To offer worth-while courses to postgraduates and adults suitable alike to those in civilian life and those in the armed forces.

6. To lessen the teaching load.

Returning servicemen and war workers need educational services, preferably near their homes, pitched, at the same time, to the high school or lower scholastic levels and to the interests of young adults. For many youth these services must be intensely practical. The small high schools with their limited staffs and offerings are ill-equipped to provide such instruction. With the aid of correspondence courses many of the essential services can apparently now be provided in California through the cooperation of the several agencies involved and through realistic efforts to adjust this new service to the variety of circumstances, conditions, and needs sure to develop during this changing postwar period.

Postwar Traffic Is Child Menace

Parents, teachers, and school administrators have been requested by the National Safety Council to cooperate in a Nation-wide endeavor to protect children in the immediate postwar traffic era.

Ned H. Dearborn, president of the Council, is asking that special precautions be put into immediate effect to keep the child traffic toll down.

He pointed out that all children fall into one of the following classifications:

1. Those who have come of school age since the war began and have never seen such thick traffic as is now released by the lifting of wartime restrictions.

2. Those who have forgotten how to protect themselves in heavy traffic.

3. Rural children who are accustomed to cars traveling at low wartime speed levels.

"Since 1922, the motor vehicle death rate for school children has decreased 33 per cent—a record established by constant public attention and sympathy. That figure must continue to fall, and it will if the American people get behind this endeavor," Mr. Dearborn emphasized. "Parents and teachers can teach children safe walking and riding habits. School and public authorities can provide to some extent safety in school areas, and each driver must remember to drive as if he knew his own child might dart suddenly into the street."

Services to Negroes—A Decade and a Half of Projects and Activities

by Ambrose Caliver, Specialist for Higher Education of Negroes and Adviser on Related Problems

APPROXIMATELY 2½ million Negroes are enrolled in elementary and secondary schools of the South, and nearly 50,000 are in colleges. In addition to enrollments in these institutions, which were established especially for Negroes, there are other uncounted thousands in educational institutions in States not requiring separate schools. One of the remarkable chapters in American history is the educational progress made by Negroes. Advancement has been both quantitative and qualitative in many areas of educational development. However, in spite of this progress, a majority of the institutions for Negroes are below the accepted standards in practically every measure of educational efficiency.

Since its establishment in 1867, the U. S. Office of Education has been interested in this progress and concerned with the problems.[1] Prior to 1930, these problems were given consideration through occasional articles and studies, treatment in the annual reports of the Commissioners of Education, and in the biennial surveys of education. The occasional studies included three special surveys on educational problems of Negroes, with emphasis on higher education.

The first was a comprehensive study of private education of Negroes,[2] made possible by a grant from the Phelps-Stokes Fund; the second was a survey of colleges and universities among Negroes;[3] and the third was a survey of Negro land-grant colleges as a part of a national land-grant college study.[4]

These occasional and general services were inadequate and in order to strengthen the work in this field the position of specialist in the education of Negroes was established in 1930 as a permanent service in the Special Problems Division. A subsequent reorganization has placed this service within the Division of Higher Education.

The functions of the Negro education service are to make studies of special educational problems of Negroes; to collect and to disseminate information relating to these problems; to provide consultation and advice; to assure appropriate consideration of the problems by the different divisions and services of the Office; and, in various ways, to stimulate and to promote the improvement of education among Negroes throughout the country. Some attention is also given these needs and problems in the regular operation of the various divisions of the Office. For example a continuing service is rendered schools for Negroes by the other divisions of the Office.

In addition, all the specialists are available for consultation and advice, and many are frequently called upon to address gatherings and to participate in conferences concerned with the education of Negroes. The purpose here is to describe some of the major projects and activities of this special unit and other units of the Office of Education during the past 15 years in their effort to render educational services to this racial group.

Research and Publications [5]

Special publications about Negroes during the past 15 years consisted of 19 bulletins; 10 leaflets, pamphlets, or mimeographed circulars; and 36 articles. These are exclusive of the sections on Negroes appearing in the biennial surveys and in other Office bulletins.

National surveys.—Five of the studies made during this period were national surveys. The survey of secondary education for Negroes, published in 1932, was a part of a Nation-wide study; as was the survey of the education of Negro teachers, published in 1933. The survey of vocational education and guidance of Negroes, made possible by a special Works Projects Administration grant of $235,000, was conducted during 1936–37 in 33 States and the District of Columbia. The study of the supervision of the education of Negroes as a State function was part of a Nation-wide study of State departments of education in 1939. The national survey of the higher education of Negroes was made in 1939–41 in cooperation with the Higher Education Division at the request of the Association of Colleges and Secondary Schools for Negroes and the Conference of Presidents of Negro Land-grant Colleges, through a special Congressional appropriation of $40,000.

Special studies and reports.—The special studies conducted during the past 15 years include all levels of education and a wide range of conditions and functions. Two were particularly concerned with rural education. The first, *Rural Elementary Education Among Jeanes Supervising Teachers*, was a study of 611 schools with a teaching

[1] Special services of the Office of Education to Negroes from the establishment of the Office, in 1867, to 1930 were discussed by Dr. Caliver in the May 1933 issue of the *Southern Workman*. In the February 20, 1945, issue of *Education for Victory*, special wartime services of the Office were presented by the same author. This statement takes up regular services of the Office to Negroes since 1930.

[2] U. S. Department of the Interior. Bureau of Education. *Negro Education*, a Study of the Private and Higher Schools for Colored People in the United States. By Thomas Jesse Jones. Washington, U. S. Government Printing Office, 1917. (Bulletin 1916, Nos. 38 and 39.)

[3] U. S. Department of the Interior. Bureau of Education. *Survey of Negro Colleges and Universities*. By Arthur J. Klein. Washington, U. S. Government Printing Office, 1929. (Bulletin 1928, No. 7.)

[4] U. S. Department of the Interior. Office of Education. *Negro Land-grant Colleges*. In Survey of Land-grant Colleges and Universities. Volume II, p. 827–913. Washington, U. S. Government Printing Office, 1930. (Bulletin 1930, No. 9.)

[5] See end of this article for list of publications.

staff of approximately 1,000, enrolling 44,785 pupils, and located in 76 counties of 12 Southern States. The second, *Availability of Education to Negroes in Rural Communities*, was a study of the extent to which educational opportunities were accessible to 58,000 Negro children in 26 representative counties of 6 Southern States.

A study was made of 20,000 *Negro high-school graduates and nongraduates* as a follow-up of the national survey of vocational education and guidance of Negroes for the purpose of indicating the relation of their occupational status to certain school experiences. *A background study of Negro college students* was concerned with obtaining personnel information from 2,500 Negro college freshmen from 36 colleges.

Two bibliographies on the education of Negroes were published—one covering the years 1928–30; the other, the years 1931–35. Another 5-year bibliography (1936–40) was compiled but, because of war restrictions, was not published. Two studies on the *Statistics of the Education of Negroes* have also been published in cooperation with the Statistics Division—one, a biennial study comprising the years 1929–30 and 1931–32; the other, a quadrennial study comprising the years 1933 to 1936. As a contribution to the national nutrition program, the Agricultural Education Service and the Home Economics Education Service jointly prepared a handbook for teachers—*Negro Farm Families Can Feed Themselves.*

As a contribution to improving intercultural relations a study was recently published entitled *Education of Teachers for Improving Majority-Minority Relationships.* Two conference reports have been compiled and published—one of the national conference on *Fundamentals in the Education of Negroes;* the other of the conference on *Post-war Education of Negroes*, with special reference to veterans and war-workers.

Articles and other materials.—The articles, like the special studies, deal with a variety of subjects, including number, location, and kinds of buildings and equipment: students and teachers: curriculum and supervision; organization, administration, and finance; guidance and intercultural relations. These articles have appeared in such publications as SCHOOL LIFE, *Education for Victory*, *Journal of Negro Education*, *Journal of Educational Sociology*, *O. W. I. Overseas Handbook*, Special NEA Bulletins, encyclopedias, the *Southern States Work-conference Handbook*, and the *Review of Educational Research.* During the past 2 years special mimeographed reports have been published of workshops conducted by the Trade and Industrial Education Service. These reports present principles and policies underlying the appropriate development of this neglected field among Negroes.

In addition, the Agricultural Education and the Home Economics Education Services have issued mimeographed reports of the annual regional conferences. Other mimeographed circulars have been prepared on: activities of Negro schools during American Education Week; Negro schools and the depression; certain facts on Negro education; references on Negro education; sources of instructional materials on Negroes; and a decade of progress in the education of Negroes. Many exhibits have been prepared for educational conferences and other occasions; a "Charter of Negro Education" was adopted by the Conference on Fundamental Problems in the Education of Negroes, and over 10,000 copies distributed throughout the country.

Collection and Dissemination of Information

Facts needed as a basis for the consultative and advisory service of the Office are gathered from many sources, the most important being the special studies made by the Office and the regular inquiries sent to schools and to school systems. Another source consists of published documents of State and city departments of education, educational institutions and associations. Much helpful information on problems of the education of Negroes and related subjects results from correspondence, as well as from visits to educational institutions and departments of education, and participation in meetings of educational associations.

Only a limited amount of the data received by the Office is printed. That which is not printed is utilized in performing various services. One of these is dissemination of information (published and unpublished) in answer to inquiries by mail, telephone, or in personal conferences. Information resulting in publications is distributed to such educational leaders as superintendents of schools, presidents of colleges, directors of Negro education, and heads of educational organizations. Publicity is given certain materials through the press, by announcements in educational periodicals, and sometimes by means of reports made at educational meetings.

The extent to which information about the education and life of Negroes has been distributed by the Office is indicated by the fact that during the 15-year period the Negro education service sent out, mainly in answer to requests, over 30,000 original letters, and over 750,000 form letters, circulars, and other pieces of printed or mimeographed material.

The types of requests for informaton comprised the following topics: Negro life in general, Negro education (elementary, rural, secondary, higher, and adult), schools, loans and financial aid, research, teachers and teaching, vocational guidance and education, employment opportunities, Federal aid, American Education Week, national defense, war effort, postwar problems, and race relations. In case the request has no bearing on education, or if the Office has no information available, it is referred to the governmental agency or private organization that may be able to provide assistance.

The volume of requests concerning a given subject varies with circumstances: for example, in the early days of the war effort, before other informational channels were established or adequately publicized, more than half the service of the unit was devoted to correspondence and consultation relating to the education of Negroes as affected by the war. During summer and fall many of the inquiries are about boarding schools. The subjects about which there has been the greatest number of inquiries during the past 2 years are race relations and intercultural education.

Consultative Services

Consultative and advisory services are rendered to Office of Education staff members, educational and governmental officials, teachers and graduate students, and officials of foreign countries. Conferences with staff members relate to policies and administrative operations pertaining to the various services of the Office; those with other governmental and educational officials are concerned with policies and administrative operations of their agencies or institutions as they affect Negroes and as they relate to the services of the Office of Education.

More than 4,000 conferences have been held with representatives of about 70 national and State organizations and Federal agencies; of approximately 150 educational institutions and school systems; and from many places outside the United States, including Afghanistan, Brazil, China, Cuba, Haiti, India, Iraq, Jamaica, Mexico, Philippine Islands, South Wales, Virgin Islands, and East, West, South, and Central Africa.

Consultative and advisory services have been given by participation in group conferences and through field services. Consideration of special problems of Negroes in conferences called by the Office of Education is generally assured through a representative of the Negro education unit or through Negro representation from outside the Office. Such consideration has been assured in the same way in many of the conferences called by other governmental and private agencies, such as The White House Conferences on Children in a Democracy, and on Rural Education; the Citizens Conference on the Crisis in Education; the Joint Commission on the Emergency in Education; and certain conferences held by the Children's Bureau, the National Youth Administration, the National Education Association, the General Education Board, and the Julius Rosenwald Fund.

Field services consist of consultation or addresses at educational institutions and at conferences sponsored by national, regional, and State educational associations.

Promotion of Education Through Special Activities

National conferences.—Provision of educational leadership and promotion of the improvement in education generally have been a function of the Office since its establishment. National and regional conferences are one means the Office has used to implement this function. Some of these conferences relating to the education of Negroes are held annually. The Agricultural Education and Home Economics Education Services sponsor regional conferences of teacher trainers and supervisors for the purpose of providing opportunity for the exchange of ideas and of stimulating improvement, particularly in curriculum, teaching, and supervision.

During the past 2 years, the Trade and Industrial Education Service has sponsored a workshop for Negro Trade and Industrial teacher trainers and assistant supervisors. The stimulation provided by this Service is indicated by the fact that 4 years ago only two or three Southern States had Negro Trade and Industrial teacher trainers or assistant supervisors. Now, all but three Southern States have them, and plans are being formulated for their employment in two of these States.

In 1934, the Office sponsored the National Conference on Fundamental Problems in the Education of Negroes (see U. S. Office of Education Bulletin 1935, No. 6), which brought together for 3 days 1,000 colored and white educational leaders. Fourteen committees working several months preparing for the conference, were divided into three groups as follows: (1) Functional committees on home life, vocations, citizenship, recreation and leisure-time activities, health, and character; (2) committees on administrative levels and organization, comprising elementary, secondary, collegiate, rural, and adult education; (3) committees concerned with the control of education, including public education, private education, and financial support of education.

The agencies represented at the conference were State, county, and city systems of public education; church boards; philanthropic foundations; national, State, and local teachers' associations; accrediting associations; the press; business, industry, and labor; the professions; fraternal organizations; youth movements; and governmental agencies.

In 1944, another conference—smaller in size but comprehensive in scope—was sponsored by the Office in order to consider postwar education of Negroes with special reference to the educational implications of military data and war experiences of Negro veterans and war workers. The special delegates to this conference consisted of two persons each from the American Teachers Association, Conference of Presidents of Negro Land-grant Colleges, Association of Colleges and Secondary Schools for Negroes, and the National Association of Collegiate Deans and Registrars in Negro Schools. Other participants in the conference included representatives from the military forces, Veterans' Administration, War Manpower Commission, Selective Service, U. S. Public Health Service, American Council on Education, Howard University, and the U. S. Office of Education.

A joint committee was formed to implement the suggestions growing out of the conference through further study, regional and State conferences, and coordination of community efforts. A report of the conference was prepared to serve as a guide to counselors, teachers, and others interested in the adjustment of returning Negro veterans and

Negro History Week

The regular annual celebration of *Negro History Week* will take place from February 10 to 16, 1946.

Sponsored by the Association for the Study of Negro Life and History, the event is designed to promote better intergroup relations by increasing knowledge and appreciation of the participation of Negroes in American life and culture.

Special posters and other assistance may be secured by writing to Carter G. Woodson, 1538 Ninth Street, NW., Washington 1, D. C.

The Association publishes books about Negroes, the *Journal of Negro History*, and *The Negro History Bulletin*. The latter is designed especially for high-school students.

war workers, and to assist persons responsible for the general education of Negroes on all levels to revise their programs in light of the lessons taught by the war effort.

Radio broadcasts.—One of the most effective media used by the Office in stimulating interest in and promoting the advancement of Negro education is the radio. Beginning in 1930, the Negro education unit sponsored 10 annual national radio broadcasts on the education of Negroes as a feature of American Education Week. These were half-hour programs and consisted of a 10- to 15-minute talk by some prominent national leader and music by schools and colleges in different parts of the country. Either in the main address, or in a special discussion, facts were presented that indicated certain conditions and problems in the education of Negroes. An officer of one of the national educational organizations among Negroes was included on each broadcast, either as master of ceremonies or for brief remarks.

During 1941–42, the Office sponsored a series of eight monthly broadcasts called *Freedom's People*, which was made possible by the cooperation of the National Broadcasting Company, the Julius Rosenwald Fund, and the Southern Education Foundation; numerous artists of stage, screen, and radio; labor unions; and a special advisory committee. The programs dealt with Negro contributions to and participation in American life through discovery and exploration, music, science and invention, sports, industry and agriculture, military service, education, and democracy and religion. Transcriptions were made of these programs for the benefit of schools and others wishing to use them for educational purposes. Consideration of Negroes was also included in other series of broadcasts sponsored by the Office, such as *Immigrants All* and *Let Freedom Ring*.

Assistance to other agencies.—Frequently it has been possible to promote Negro education and related interests by cooperation with other governmental agencies. The most extensive program of cooperation along these lines was with the Federal Emergency Relief Administration (later the Works Projects Administration). In 1934, at the request of the administrator of the FERA the senior specialist in the education of Negroes of the Office of Education was lent part time to that agency, for a period of 2 years, for the purpose of establishing an office to assist in the integration of Negroes into the emergency educational program.

There are numerous instances of cooperation, both periodic and continuous, with nongovernmental agencies. For example, service has been rendered through membership on the following committees of national organizations: National Education Association-American Teacher Association Joint Cooperating Committee, the Advisory Committee of the American Youth Commission's Study of Negroes, the Study of Negro Business and Business Education; and through chairmanship of the Committee on Special Groups of the National Vocational Guidance Association. Consultative services have been given many other organizations from time to time, such as the American Library Association, Bureau for Intercultural Education, American Social Hygiene Association, church boards, National Urban League, National Association for the Advancement of Colored People, National Council of Negro Women, and national sororities and fraternities.

One of the most significant services was that rendered at the 1944 meeting of the Southern States Work-Conference at Daytona Beach, Fla. This was a 2-week work-conference, with approximately 150 public and private educational leaders of the South participating in a consideration of the problems of education as they relate to southern life. This conference eventuated in a handbook, *Building a Better Southern Region Through Education.* Consultative service was provided several committees on problems of Negroes and particularly the committee responsible for the preparation of a chapter dealing with special problems of the education of Negroes.

The Agricultural Education Service helped to initiate and has assisted in promoting the New Farmers of America, a national organization of Negro agricultural high-school students. A similar organization of Negro girls studying home economics is now in process of development.

Cooperation Received

Much of the success of the Office in attempting to serve the educational interests of Negroes should be attributed to assistance and cooperation received from numerous persons, organizations, and agencies, both public and private.

Advisory committees. — Advisory committees constitute one source of such assistance. The Negro education unit has from its beginning had the aid of the National Advisory Committee on the Education of Negroes. This committee was appointed in 1930 at the request of the specialist in the education of Negroes, and its personnel were nominated by representatives of the national educational organizations among Negroes (see *Southern Workman*, Vol. 62, May 1933).

During the first few years, two meetings of this committee were held annually, one with the Department of Superintendence of the National Education Association (now the American Association of School Administrators), and one with the National Association of Teachers in Colored Schools (now the American Teachers Association). Later only one annual meeting was held (with the American Association of School Administrators), which practice continued until the beginning of the war.

The purposes of these advisory committee conferences were (1) to inform educational leaders concerning the current projects and plans of the Office as they relate to Negroes; (2) to seek advice and suggestions concerning the projects and plans; (3) to establish a liaison between the leaders in the education of Negroes and staff members of the Office of Education and of the National Education Association; and (4) to provide opportunity for discussion of special topics or problems of national significance having relation to the education of Negroes.

In addition to this regular advisory committee, during the past 15 years the Office has had the benefit of advice from four special advisory committees in connection with the following special projects relating to the education of Negroes: (1) The National Conference

on Fundamental Problems in the Education of Negroes; (2) the National Survey of Vocational Education and Guidance of Negroes; (3) *Freedom's People* radio broadcasts; and (4) the National Survey of the Higher Education of Negroes.

These special committees have included persons particularly qualified in some phase of the project at hand and were selected with the aid of a small committee, on the basis of certain broad principles and definite criteria. They represented all levels, functions, and interests of education; different geographical regions, and both racial groups. These committees, like other Office of Education advisory committees, have provided an opportunity for the exchange of ideas: for educational leaders to make their wishes known to the Office and for the Office to interpret their programs to the public. They have thus contributed greatly to the efforts of the Office to serve the special needs of Negroes.

Educational profession.—Obviously little could be accomplished without the constant assistance and cooperation of the educational profession in general. This assistance includes the answering of questionnaires by school and college officials, teachers, and students; supplying of information by departments of education and educational associations. Staff members have been lent to the Office for varying periods of service, and they have been allowed to do special jobs while continuing their regular work; and space has been provided in school and college buildings, to mention only a few types of assistance rendered the Office. Special research assistance was furnished gratis by school and college teachers in connection with the formulation of bibliographies, and by Jeanes teachers in connection with the study of availability of education to Negroes in rural communities.

Philanthropic foundations and others.—In several instances when budgetary limitations would have prevented the carrying out of certain phases of the program, philanthropic foundations have provided assistance. The General Education Board made a grant which helped in conducting the National Conference on Fundamental Problems in the Education of Negroes. It also provided funds through the Cooperative College Study which assisted in a limited follow-up program in connection with the National Survey of the Higher Education of Negroes.

The Julius Rosenwald Fund helped support *Freedom's People* broadcasts and made a grant for the publication of the report of the Conference on Post-war Education of Negroes. The Southern Education Foundation made grants for phases of the field work on certain studies and for *Freedom's People* broadcasts, and, in addition, served as the fiscal agent in administering the funds granted by the other foundations.

Expansion in Services

What has been the result of this decade and a half of projects and activities on behalf of Negroes? The progress in the education of Negroes mentioned in the beginning of this article is due to a multipilicity of influences, some of which, it is hoped, are the services rendered by the Office of Education.

It is believed that the continual provision of such information and assistance will serve both as a foundation for and a stimulation to educational progress. In some cases, changes in educational policy and practice are apparently traceable to the services of the Office; while in others, the extent to which the Office publications and services affect educational practice is unknown. One indication that the services rendered are helpful is the continued requests for information and services. For example, approximately 100,000 copies of the 19 bulletins published have been distributed in answer to requests. Thousands of requests have not been filled due to lack of materials and personnel.

Whenever opportunity presented itself, additional personnel—both professional and clerical—have been brought in to work on special projects. Such persons were employed on six of the special projects mentioned; namely, the secondary, teacher education, vocational education, and higher education surveys; the Conference on Fundamental Problems, and *Freedom's People* broadcasts. One professional worker has been employed for 3 months on a current study—a quarter century of progress in the elementary and secondary education of Negroes. Altogether, during the 15-year period, approximately 65 professional and 500 clerical workers have been employed by the Office for different periods, varying from 1 month to 3 years, in studying special problems in the education of Negroes.

The demands which will be made on education during the post-war period will probably be much greater than heretofore, and the problems of Negroes will be included in such demands. That these problems require the attention of a larger, permanent staff, integrated into the different divisions throughout the Office is given recognition in the 1944 annual report of the Commissioner of Education.[6]

From the standpoint of the individual as well as of society, needed adjustments will require unprecedented intellectual and social development and skill in using that development for the welfare of mankind. If enlarged opportunities are to be used constructively, education must become more widespread; and individuals, schools, and school systems must be assisted in improving their educational programs. It is the attainment of these objectives which the Office of Education has attempted to promote in rendering special services to Negroes.

Certain Office Publications on Negroes

Availability of Education to Negroes in Rural Communities. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1935. (Bulletin 1935, No. 12.)

Discusses extent and accessibility of facilities for education of Negroes in rural communities, and amount and quality of education offered.

Background Study of Negro College Students. By Ambrose Caliver. Wash-

[6] U. S. Office of Education. Federal Security Agency. *Annual Report of the U. S. Office of Education for the Fiscal Year 1944.* By John W. Studebaker. Washington, U. S. Government Printing Office, 1945. 138 p.

(Since the preparation of this article, the first steps in the enlarged program outlined in the Commissioner's report have been taken. Additional staff to be concerned with Negro problems in the elementary, secondary, and vocational education divisions were included in the budget request, and the senior specialist in the education of Negroes has been transferred to the Division of Higher Education with the title of specialist for higher education of Negroes and adviser on related problems.

ington, U. S. Government Printing Office, 1933. (Bulletin 1933, No. 8.)

A study of the social, cultural, economic, and intellectual backgrounds of Negro college students.

Bibliography on Education of the Negro. By Ambrose Caliver. Washington. U. S. Government Printing Office, 1931. (Bulletin 1931, No. 17.) (Three years, 1928–30.)

Bibliography on the Education of Negroes. By Ambrose Caliver *and* Ethel G. Greene. Washington, U. S. Government Printing Office, 1937. (Bulletin 1937, No. 8.)

Education of Negroes. In Biennial survey of education, 1928–30. Washington, U. S. Government Printing Office, 1931. (Bulletin 1931, No. 20, Ch. 17.)

Education of Negro Teachers in the United States. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1933. (Bulletin 1933, No. 10, Vol. IV.)

Education of Teachers for Improving Majority-Minority Relationships: Course Offerings for Teachers to Learn About Racial and National Minority Groups. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1945. (Bulletin 1944, No. 2.)

This study reports the extent to which teachers are given an opportunity to learn about four minority groups—Latin Americans, Far Easterners, Negroes, and Indians—in a selected group of 262 colleges which train a large number of teachers.

Fundamentals in the Education of Negroes. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1935. (Bulletin 1935, No. 6.)

An abstract of the proceedings of the national conference on fundamental problems of Negroes.

Good References on the Life and Education of Negroes. By Ambrose Caliver *and* Ethel G. Greene. Washington, U. S. Government Printing Office, 1940.

National Survey of the Higher Education of Negroes. By Ina C. Brown, Lloyd E. Blauch, Martin D. Jenkins, Ambrose Caliver, *and* others. Washington, U. S. Government Printing Office, 1942–43. (Misc. No. 6, Vols. I, II, III, IV—a summary.)

Considers socio-economic, qualitative, and quantitative factors as they relate to the higher education of Negroes.

Negro Farm Families Can Feed Themselves, a Handbook for Teachers. Washington, U. S. Government Printing Office, 1942. (Vocational Division leaflet No. 8 prepared jointly by the Agricultural Education Service and Home Economics Education Service.)

Negro High-School Graduates and Nongraduates. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1940. (Pamphlet No. 87.)

A study of the relation of the occupational status of Negro high-school graduates and nongraduates to certain school experiences.

Postwar Education of Negroes, Educational Implications of Army Data and Experiences of Negro Veterans and War Workers. By Ambrose Caliver. Washington, U. S. Office of Education, 1945.

Report, Southern Regional Conference for Negro Teacher Trainers and Assistant State Supervisors of War Production Training and Trade and Industrial Education, Ed. by Edgar P. Westmoreland. (Vocational Division, mimeo, 1944.) 86 p.

Rural Elementary Education Among Negroes Under Jeanes Supervisors. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1933. (Bulletin 1933, No. 5.)

Secondary Education for Negroes. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1933. (Bulletin 1932, No. 17, Monograph No. 7.)

Sources of instructional materials on Negroes. By Ambrose Caliver. Washington, U. S. Office of Education. (Mimeo.) October 1944.

Statistics of the Education of Negroes. (A decade of progress.) By David T. Blose *and* Ambrose Caliver. Washington, U. S. Office of Education. (Processed—Circular No. 215, 1943.)

Statistics of the Education of Negroes, 1929–30 and 1931–32. By David T. Blose *and* Ambrose Caliver. Washington, U. S. Government Printing Office, 1938. (Bulletin 1938, No. 13.)

Statistics of the Negro Race, 1927–28. By David T. Blose. Washington, U. S. Government Printing Office, December 1930. (Pamphlet No. 14.)

Status of Teachers and Principals Employed in Rural Schools of the United States. By Walter H. Gaumnitz. Washington, U. S. Government Printing Office, 1932. (Bulletin 1932, No. 3.)

Includes data for Negro school teachers and principals.

Supervision of the Education of Negroes as a Function of State Departments of Education. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1940. (Bulletin 1940, No. 6, Monograph No. 11.)

Deals with the history, functions, and activities of the supervision of Negro education in States having separate school systems.

Vocational Education and Guidance of Negroes. By Ambrose Caliver. Washington, U. S. Government Printing Office, 1938. (Bulletin 1937, No. 38.)

Report of a survey of opportunities and facilities for vocational education and guidance of Negroes in urban and rural communities.

Brotherhood Week, February 17–24

The theme of the thirteenth annual observance of national Brotherhood Week, February 17–24, is In Peace as in War—Teamwork, the National Conference of Christians and Jews announces.

"Intergroup hatred slows up teamwork, kills the democratic spirit," the conference states. . . . "The same united and scientific attack used against tuberculosis, cancer, and infantile paralysis will be needed to control it. If 600 scientists working together can produce the atom bomb, then why not put 600 scientists to work on the job of eliminating intergroup hatreds? Their efforts combined with the social technicians—school people, religious educators, civic organization leaders—could alleviate such hatreds within 25 years."

Program aids for use in schools and colleges may be secured from the conference, 381 Fourth Avenue, New York 16, N. Y. Materials are adapted to age levels and include plays, comics, posters, book lists, and other types of literature.

Résumé of 1945 State Legislative Action Affecting Education

by Ward W. Keesecker, Specialist in School Legislation

State Boards of Education and Chief State School Officers

DURING 1945, the legislatures of at least four States made sweeping changes with respect to the composition of State boards of education. In Indiana, Kansas, Missouri, and New Jersey, the State boards of education were abolished and new ones established. In both Kansas and Missouri, all ex officio members of State boards of education, including State superintendents of schools, were eliminated; and in Indiana two of the three ex officio members were abolished.

The legislature of *Indiana* abolished its former State board of education and established a new State board of education whose functions are divided into three commissions: (1) a commission on general education to consist of 6 appointive members and the State superintendent; (2) a commission on textbook adoption to consist of six appointive members and the State superintendent; and (3) a commission on teacher training and licensing to consist of six appointive members and the State superintendent. The State superintendent of public instruction shall be the chairman of the board of each commission. All members but the State superintendent shall be appointed by the Governor for 4 years, except that the terms of the first members shall be fixed so as to establish overlapping terms. (Ch. 330, 1945.) Formerly, the Indiana State Board of Education was composed of the Governor, lieutenant governor, State superintendent, and six others appointed by the Governor.

In *Kansas*, the legislature created a new State board of education to be composed of "seven competent citizens" appointed by the Governor, one from each congressional district and one appointed at large. All members of the State board shall be selected from among "the two political parties casting the highest and second highest number of votes respectively for secretary of state at the last preceding general election." It is provided that not more than four members of the State board shall be of the same political party. It is further stipulated that "no person who is engaged in school work as a teacher, principal, or superintendent shall be eligible to be appointed or serve on the State board." (Heretofore, the State board of education consisted of nine members, including the State superintendent of public instruction ex officio member and eight other members appointed by the Governor who were representatives of certain educational institutions, county and city school systems, and including two members who were engaged in farming, business or professional occupations.)

In February 1945, the people of *Missouri* voted substantial changes in their State constitution relative to education. They provided for a new State board of education consisting of eight lay members appointed for 8-year terms by the Governor by and with the advice and consent of the senate, and provided that not more than four of whom shall be of the same political party. The State board of education was empowered to prescribe the duties of the commissioner and fix his compensation. The newly created board succeeded to all the powers and duties heretofore vested in the previous board. (Previously the State board of education was an ex officio board consisting of the Governor, secretary of state, attorney general, and State superintendent of public instruction.)

The constitutional amendment also provided that the State board of education shall appoint the commissioner of education as its chief administrative officer, whose tenure of office shall be at the discretion of the board. (Previously the State superintendent of schools was elected by popular vote.)

New Jersey made a rather complete reorganization of the State educational machinery. It abolished the previously existing State board of education and established a "State department of education" consisting of the "State board of education and a commissioner of education" together with such divisions, bureaus, etc., as are referred to in the new law. The new State board of education shall consist of 12 members, not less than 3 of whom shall be women. (The previous board consisted of 10 members, not less than 2 of whom were women.)

The New Jersey legislature stipulated that "The general supervision and control of public instruction in this State and of the State department of education shall be vested in the State board. The State board shall be charged with the duty of planning and recommending respecting unified, continuous, and efficient development of public education including public higher education." Furthermore, the legislature made it the duty of the State board of education to:

1. "Advance the education of the people of all ages."
2. "Establish standards of higher education."
3. License institutions of higher education as authorized by school law.
4. Approve the basis of conditions for conferring degrees.
5. Require from institutions of higher education such reports as may be necessary to enable the State board to perform its duties imposed by statute.
6. Survey the needs of higher education and recommend to the legislature procedures and facilities to meet such needs.
7. To exercise visitorial, general powers of supervision, and control over higher educational institutions as may be utilized by the State.

The legislature also clarified the duties of the State commissioner of education and stipulated that he shall continue, subject to the general direction and control of the State board, to exercise and perform the functions, powers,

and duties now conferred or imposed by statute, "except that, notwithstanding any provisions of law to the contrary, any powers, duties or functions heretofore conferred or imposed upon the commissioner to determine policies and to make regulations shall hereafter be exercised subject to the approval of the State board, and the duty and power to execute such policies and to administer such regulations be conferred and imposed upon the commissioner."

The commissioner "shall be the chief executive and administrative officer of the department and the official agent of the State board for all purposes."

The new act provided that all officers and employees of the State board of regents, the present State board of education, department of public instruction or commissioner of education shall on July 1, 1945, be transferred to the State department of education, and to perform their duties as nearly as possible as previously performed by them but without diminution in salary or change in civil service status. (Ch. 51, 1945 Laws.)

The legislature of New Jersey also established in the State department of education a division of State library, archives, and history and a division of State museum. Each of said divisions established shall consist of a director and a supervisory council and such other personnel as the commissioner of education may deem necessary for the efficient administration thereof. (Ch. 50, 1945 Laws.)

Federal-State Educational Relations

On the basis of current returns from the States, it appears that an unusual number of State enactments occurred relative to the acceptance of Federal funds or property for school purposes. Examples of legislation bearing on this subject are given below.

Through State Departments or Agencies

The legislature of *Florida* empowered the State board of education to prescribe rules governing agreements or arrangements to be made by public schools with Federal agencies for funds, services, or commodities to be made available to public schools and required that all such agreements shall be in accordance with regulations prescribed by the State board of education.

In *Minnesota* the legislature empowered the State board of education to prescribe regulations under which contracts, agreements, or arrangements may be made with agencies of the Federal Government for funds, services, commodities, or equipment to be made available to the public tax-supported schools and educational institutions under the supervision or control of the State board and stipulated that all contracts and arrangements by local systems shall be entered into in accordance with regulations prescribed by the State board and in no other manner.

The *Nebraska* legislature provided that the State superintendent shall assist schools in accepting Federal funds, services, equipment, or commodities and that the same shall be channeled through the State superintendent of public instruction.

In *Delaware* the legislature authorized any State agency to contract with any Federal agency for surplus material without advertising for bids, and designated the secretary of state as the negotiating official.

The legislature of *Indiana* authorized the division of procurement and supply to enter into contract with the Federal Government for the purchase of surplus war materials and supplies for the State and its political subdivisions.

The *Washington* legislature enacted a bill similar to those of Florida, Minnesota, and Nebraska. However, the bill was vetoed by the Governor.

Federal Relationship With Local School Units

Some other States empowered both State and local school officials to contract for the purchase or acceptance of Federal funds or property *without* the stipulation that such funds or property shall be channeled through the State department of education. Following are examples of such enactments:

The legislature of *Connecticut* removed the restrictions requiring bids in the purchase of Federal surplus war properties. The *Michigan* legislature authorized any State or local political subdivision to purchase or accept surplus Federal property. In *Oregon* the legislature empowered cities and school districts to purchase with or without bids equipment or other property from the United States Government or any agency thereof. The legislature of *Pennsylvania* authorized any State administrative department and any political subdivision, including municipal authorities, to enter into contracts with the United States Government or with any agency thereof for the purchase, lease, or any acquisition of property offered for sale without advertising for bids or approval of purchase by a State agency.

Other Measures Affecting Federal-State Educational Relationships

The *Georgia* legislature authorized the State board of education to receive any Federal funds available for schoolhouse construction or improvement and to allot such funds to the boards of education of the districts under such rules as the State board may adopt. That State also authorized the State board to accept any Federal funds available for adult education (persons above age of 18). *Maryland* authorized the establishment of day and evening schools for adults and thus legalized adult education which has been financed from Federal vocational funds for many years and from State funds since 1939. The Maryland legislature also amended the State vocational rehabilitation act to conform with the Federal act of July 1943, thereby making vocational rehabilitation services available to all disabled persons instead of only to physically handicapped persons as formerly. *Nebraska* authorized the use of Federal funds for aid of junior colleges.

In *Oregon* the legislature appropriated $6,000 to assist in the payment of tuition for elementary school pupils living in territory over which the Federal Government has exclusive jurisdiction. *Tennessee* authorized school districts to operate schools for children under 6 years of age under such rules as may be prescribed by the State board of education and to accept Federal funds which may be available therefor. *Vermont* authorized the State board of education to accept and use Federal funds available by congressional legislation for assistance in the establishment, maintenance, and expansion of school lunch and milk programs and provided State administrative and supervisory services therefor.

Washington, according to reports, required nursery schools to meet the minimum standards established by the United States Children's Bureau, and the State superintendent of public instruction authorized school districts to accept Federal funds therefor and repealed the statutory provisions which limited the use of Federal funds for such schools for the duration of the war and 6 months thereafter. The Washington legislature also authorized the acceptance of Federal funds for programs of youth and adult recreation in the schools.

State Aid Programs

It appears that many States revised their State aid programs which resulted in increasing State responsibility for the support of their school systems. It is possible here only to indicate some of the measures enacted on this subject.

Connecticut enacted a State aid bill placing $100 per pupil floor under educational costs. It also provided State aid to reimburse towns for two-thirds of the out-of-town pocket expense for the education of physically handicapped children, including children with defective eyesight or hearing.

Illinois increased State flat grant aid for elementary pupils from $13 to $19, and provided that kindergarten pupils shall be allowed one-half as much as elementary pupils; raised the elementary equalization goal from $62 to $80, and the high-school equalization from $85 to $90; and raised the one-teacher district minimum equalization goal from $1,048 to $1,200. The State raised from $100 to $150 the equalization goal per pupil for whom tuition and transportation are paid in case of closed school.

Illinois appropriated for common-school fund for first fiscal year $18,323,000, and for second fiscal year $25,764,300 (H. B. 316).

Maryland provided a basic State aid of $150 per classroom unit in all counties on condition that the State minimum salary law is maintained, and increased from 51 to 56 cents the county tax for participation in the State equalization fund.

New York provided State aid to school districts on the basis of value of real property and number of pupils therein, and to improve its system of administration by giving more assistance to districts of low taxing ability.

North Dakota increased the State equalization fund from $3,750,000 to $5,140,000; provided for the authorization of loans from the Federal Government; also provided a one-third increase in local levies for schools.

Utah enacted a new equalization law which provides 9 months' school term and a teachers' salary schedule, including a more simplified method of apportionment of funds.

Washington provided "basic improvements in the method of distributing State funds for school districts," which includes apportionment credit for 180 days based upon preceding school year.

Miscellaneous Programs—School Attendance, Organization of Schools, Health, Libraries, Recreational Services

Connecticut authorized the State board of education, under certain conditions, to issue high-school diplomas to veterans. Connecticut also created a State public school building commission with a fund of $2,000,000.

Georgia enacted a new compulsory education law which required all children between 7 and 16 to attend school. Previously the Georgia compulsory education law was applicable to children between 8 and 14 years of age. Georgia also extended the minimum annual school term from 6 months to 175 school days.

The legislature of *Illinois* authorized the department of public welfare to maintain a hospital-school for care and education of physically handicapped children; created an advisory board of 15 persons, and provided that the State superintendent is to supervise the education program. The legislature also appropriated $1,057,080 to the University of Illinois for the division of services for crippled children to be administered under the terms of the Federal Social Security Act; also appropriated $2,594,304 for excess cost of the education of physically handicapped children.

Iowa provided for the special education of handicapped children and the creation of a division of special education within the State department of public instruction, and provided State aid to local districts for expense in excess of the maintaining of special classes over the cost for maintaining classes for normal children.

Maryland authorized, under the general administration of the State board of education, the establishment of a 12-grade public-school program and the general reorganization of high schools. The legislature of Maryland also enacted provisions for additions, alterations, and improvements to buildings and equipment at State teachers colleges; and authorized sizable bond issues for school buildings in certain counties. The legislature also authorized the creation of a division of library extension in the State department of education for the purpose of stimulating interest in public library service, and provided State aid therefor.

Minnesota authorized certain counties having a population of 150,000 or more to set aside $20,000 per annum for direct relief purposes to be used to assist rural schools to carry on a nutrition program and to provide lunches for needy children.

Minnesota also authorized towns and municipal school boards to establish and operate a program of public recreation and playgrounds. It also provided for establishment of area vocational schools and State funds therefor, and authorized the State commissioner of education to prescribe rules and standards for the administration of such schools.

Missouri provided for the inclusion of 5-year-old children in school expenditures. The State constitution was amended to extend the regular school age from birth through 21. It was provided that the adult education program shall be financed from monies other than those derived for the regularly constituted school ages.

Oregon established a comprehensive physical fitness and health program and appropriated $26,000 to the State superintendent of public instruction therefor. The former physical training law was repealed.

South Dakota increased from 10 to 25 cents per capita of school census the amount withheld from the State apportionment for the school library fund.

Tennessee authorized county and city boards of education to establish and maintain schools for children 6 years of

age under such rules as the State board of education may prescribe and to accept and expend Federal funds therefor, and stipulated that the prescribed program shall be supported from local taxes and that no State elementary or high-school funds appropriated for grades 1 through 12 shall be used for this purpose.

Vermont provided compulsory school attendance for all "children between ages of 7 and 16 years," instead of between 8 and 16 as formerly.

Washington authorized the State board of education to establish rules and standards governing the maintenance of general and vocational education beyond the twelfth grade and under certain conditions the merging of junior colleges with high schools.

The *Washington* legislature also established in the office of the State superintendent a division of recreation, and authorized the superintendent of public instruction to appoint a supervisor to coordinate and supervise all recreation in the schools.

West Virginia inaugurated a recreation program and a library service program, both under local governing bodies. In commenting on these programs, the State superintendent said: "As both of these activities belong to the field of education, educational leaders may well take the initiative in the program and become leaders of it."

State Legislative Action for Young Children

NUMEROUS requests are received by the U. S. Office of Education from organizations concerning action recently taken by States to provide legal authority for educational programs for children under 6. The following statement has been prepared by Mary Dabney Davis, specialist in nursery-kindergarten-primary education and Hazel F. Gabbard, specialist in parent education.

The war years have brought some noteworthy changes in State legislation affecting the education of children under 6 years of age and in the extension of regular school services beyond accepted school hours. Community leaders and State officials confronted with the establishment of adequate services for children in war areas made use of existing laws or were powerless to put needed services into effect where legal authority was lacking. Availability of Federal funds for wartime services for children encouraged the enactment of State legislation for the development of extended school programs. State legislators at recent legislative sessions, therefore, have had before them numerous measures related to problems affecting children.

To provide the needed authority, legislatures in approximately half of the States have modified or extended existing legal provisions relating to the education of young children. With passage in Tennessee of legislation for the education of children under 6, only one State, Arkansas, remains without legislation relating to the education of young children. Some States, either by having no lower age limit upon school admission or by enacting specific laws, have authorized school officials to establish and maintain nursery schools. In a number of States the financing of these educational opportunities for children under 6 is dependent fully upon local school funds. Legal authorization for the use of State as well as local school monies made possible the extension of kindergartens and nursery schools in several instances.

A review of State legislative action from 1942–1945 reveals enactment of new laws, as well as amendments to the statutes, to extend and improve education for children. Although reports on action taken in the 1945 sessions of the State legislatures are not yet complete, analysis of the current information concerning State laws reveals some important trends in planning educational opportunities for children under 6.

Legal Provisions Enacted 1942–45

1. States which lowered or adjusted school admission age to provide educational opportunities for children under 6 years:

Connecticut	Tennessee
Illinois	Washington
Indiana	Wisconsin
Maine	California [1]
Michigan	Massachusetts [1]
Minnesota	New Hampshire [1]
Missouri	Oklahoma [1]
New Jersey	District of Columbia [1]
Oregon	

2. Permissive legislation for the establishment of nursery schools:

Connecticut	Washington
Illinois	Wisconsin
Indiana	California [1]
Michigan	District of Columbia [1]
New Jersey	Massachusetts [1]
Oregon	New Hampshire [1]
Tennessee	Oklahoma [1]

3. Local school funds may now be used for nursery schools in the following States. State funds are also available in the States indicated by an asterisk (*).

*Connecticut	New Jersey
Florida	New York
*Indiana	Tennessee
*Michigan	*Washington
*Missouri	Wisconsin

4. State funds have been authorized for kindergartens in the following States:

Connecticut (1947)	New York
Illinois	North Carolina (for supervision)
Indiana	Utah
Michigan	Washington
Missouri	
New Jersey	

5. State funds were made available for "child care programs"—children 2 to 14 years of age—during the emergency:

California	Pennsylvania
Connecticut	Washington
New York	

6. Acceptance of Federal funds for general or special educational purposes was authorized for the following States:

California	New York
Connecticut	Oklahoma
Illinois	Oregon
Indiana	Tennessee
Maryland	Washington
Massachusetts [1]	Wisconsin
New Hampshire [1]	

[1] Emergency.

Library Service

Children's Interests in Fiction

"Yes, this seems to be a good book, but do children really like it?" This is a question which Dr. Marie Rankin has attempted to answer for teachers, librarians, editors, and publishers in her recently published study of *Children's Interests in Library Books of Fiction* (Bureau of Publications, Teachers College, Columbia University, 1944).

The author states that she endeavored specifically (1) to ascertain the characteristics of library fiction appealing to young adolescents, (2) to discover any new themes in contemporary fiction popular with youth, (3) to note the reaction of children to certain books selected for them by adults, and (4) to study the methods used by boys and girls choosing stories for themselves.

Among the features of children's fiction studied by Dr. Rankin in developing these aims were (*a*) theme of the story, (*b*) setting, (*c*) method of treatment, (*d*) age and sex of its characters, (*e*) reading difficulty, and (*f*) format, including length, cover design, and illustrations. Her method of investigation included (*a*) a study of circulation records of contemporary children's fiction in various public libraries, (*b*) a comparison of the characteristics of certain books recommended for children by adult reviewing committees with those of other popular titles in the same libraries, and (*c*) the development of an experiment to ascertain children's preferences for fiction.

From her study Dr. Rankin concludes (*a*) that fashions in fiction change among young adolescents as well as adults, reflecting major shifts in culture, (*b*) that children regard the format of a book important as a clue to the character of the story, and (*c*) that reading guidance by adults may well consider the interests of boys and girls as well as the sanctions of literary critics.

☆

A Special Library Service

Books: Educational is the title of a bulletin introduced this fall by the professional library of Providence public schools, calling attention of teachers, principals, and other members of the department of public schools to a special library service located in the administration building.

The professional library, stocked with up-to-date educational books, magazines, and curricular materials, is designed especially for reference by teachers participating in curriculum construction, textbook selection, testing, and other educational activities.

The first number of *Books: Educational* extends an invitation to reading from the superintendent of schools; calls attention to the resources of the professional library in the form of study aids, periodicals, special biographies, and recommended readings; and urges Providence schoolmen and women to make suggestions toward the further development of this new service.

☆

Library Commission Extension Program

"Better Libraries for Mississippi" is the title of an eight-page brochure issued recently by the Mississippi State Library Commission in behalf of its State-wide library program.

Following a brief introduction urging that cultural progress in Mississippi keep pace with the State's development in industry and agriculture, the pamphlet describes in detail the extension services of the State library commission. The facilities and financial support of the commission are compared with similar data from other southern States. Finally, the services of the State agency to existing libraries and to areas without local library agencies are presented in justification of better financial support for the commission and in behalf of a program of State aid to libraries.

The commission urges each person interested in better libraries in Mississippi (1) to be informed, (2) to help create favorable public opinion, and (3) to advise their legislators on library needs.

Book Selection Guide

For librarians and teachers who may be unable to examine books before buying and who cannot afford expensive book selection aids, the American Library Association has published the seventh edition of a *Buying List of Books for Small Libraries*, prepared by Marion Horton.

This new edition of a standard guide in book selection contains 1,800 titles, published mostly since 1940, but likely to be of continuing interest and utility. The list includes fiction, nonfiction, children's books, and a classified list of sources for pamphlets. A brief descriptive note gives buying information, classification number, and Library of Congress card number. Nonfiction titles are arranged according to the Dewey Decimal Classification, and an index is provided by author, title, and subject.

The *Buying List of Books for Small Libraries* may be obtained at a list price of $2.25 from the American Library Association, 520 North Michigan Avenue, Chicago 11, Ill.

Color Slides of the Other American Republics

The announcement in the December issue of SCHOOL LIFE for color slides of the Other American Republics has resulted in an unprecedented number of requests. In an effort to serve as many schools as possible, the American Republics Section of the Division of International Educational Relations has been forced to limit each borrower to one set of slides at a time.

Despite this limitation, the supply of slides is insufficient to meet the demands for certain of the sets, and it is suggested in these cases that inquiry be directed to one of the ten other depositories which distribute the color slides. (See list of depositories in SCHOOL LIFE for December.) Sets of the slides may also be purchased from the American Council on Education, 744 Jackson Place NW., Washington 6, D. C.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Education in Chile. By Cameron D. Ebaugh. Washington, U. S. Government Printing Office, 1945. 123 p. illus. (Bulletin 1945, No. 10.) 25 cents.

One of a series of basic studies on education in a number of Central and South American countries, undertaken to promote understanding of educational conditions in the American countries and to encourage cooperation in the field of inter-American education. Contains data gathered by the author in Chile in 1944, supplemented through documentation.

Statistics of Public-School Libraries, 1941–42. By Nora E. Beust *and* Emery M. Foster. Washington, U. S. Government Printing Office, 1945. 54 p. illus. (Volume II, Chapter VIII, Biennial Survey of Education in the United States, 1938–40 and 1940–42.) 15 cents.

Data on the status of elementary and secondary public-school libraries during the school year 1941–42.

Use of Training Aids in the Armed Services. A Report of the Committee on Military Training Aids and Instructional Materials. Washington, U. S. Government Printing Office, 1945. 34 p. (Bulletin 1945, No. 9.) 10 cents.

Some implications for civilian education of the use of aids and devices in the training programs of the armed services.

New Publications of Other Agencies

U. S. Civil Service Commission. *Working for the Federal Government.* Washington, U. S. Government Printing Office, 1945. (Form 4806) 64 p. 15 cents.

Booklet describes employment in the Federal civil service; contains information on how to apply for civil-service jobs; and presents facts about some of the typical jobs.

U. S. Department of Agriculture. *What Peace Can Mean to American Farmers: Maintenance of Full Employment.* Washington, U. S. Government Printing Office, 1945. (Miscellaneous Publication 570) 28 p. 10 cents.

Considers how private enterprise may maintain full employment, what types of public experiments are appropriate, and the management of the public debt.

U. S. Department of the Interior. Fish and Wildlife Service. *Fishery Resources of the United States.* (U. S. Senate, 78th Cong. 1st Sess., Document No. 51) Washington, U. S. Government Printing Office, 1945. 135 p. 40 cents.

Draws essential facts from the vast amount of statistical, biological, and industrial data regarding the present condition of our national aquatic resources. Describes the extent of our fishery resources, points out how they contribute to our national life, and makes recommendations regarding what must be done to conserve them.

U. S. Department of Labor. Children's Bureau. *Building the Future for Children and Youth: Next Steps Proposed by the National Commission on Children in Wartime.* Washington, U. S. Government Printing Office, 1945. (Publication 310) 59 p. Single copies free from the Children's Bureau as long as supply lasts; or at 15 cents from the Superintendent of Documents.

A companion booklet to *State and Community Planning for Children and Youth.*

——— *Facts About Rheumatic Fever.* Washington, U. S. Government Printing Office, 1945. (Publication 297) 9 p. Single copies free from Children's Bureau as long as supply lasts.

A nontechnical account of a disease which kills more school-age children in the United States than any other.

——— *State and Community Planning for Children and Youth: Proposals of the National Commission on Children in Wartime.* Washington, U. S. Government Printing Office, 1945. (Publication 312) 21 p. Single copies free from Children's Bureau as long as supply lasts.

Pamphlet suggests ways in which leadership and joint action in behalf of children and young people may be developed in the States and local communities. Draws on previous experience in that field.

U. S. Department of State. *Papers Relating to the Foreign Relations of the United States: Paris Peace Conference, 1919.* Washington, U. S. Government Printing Office, 1945. (Publication 2337) 736 p. $2 buckram.

Answers questions as to how the American delegation was organized and how it functioned. Throws additional light upon the attitude of members of the American delegation with respect to economic, political, and territorial problems before the conference.

U. S. Library of Congress. Legislative Reference Service. *Acts of Congress Applicable in Time of Emergency.* Compiled by Margaret Fennell. Washington, Library of Congress, 1945. (Public Affairs Bulletin No. 35) 127 p. Processed. Distributed free to libraries, but not to individuals.

List contains a brief analysis of those provisions of Federal law which are specifically applicable in time of emergency, including war.

——— Photograph Section. *Index of Microfilms: Series A. Lots 1–1737.* Washington, Library of Congress, 1945. 26 p. Processed. Single copies available to persons interested upon application to the Information and Publications Office, Library of Congress.

An alphabetical index to the principal subjects of the first 100 reels of microfilm copies of documentary photographs, including the photographic survey of the American people made between 1935 and 1943 by a staff of photographers working under the direction of Roy E. Stryker.

U. S. National Housing Agency. *Facts About Homes for Veterans.* Washington, U. S. Government Printing Office, 1945. 14 p. 5 cents per copy; or $3.75 per 100 copies.

Concise statement about the housing shortage, the housing available for veterans, and the home loans under the G. I. Bill of Rights, and about the items to be watched in buying or building a home.

——— *Housing: A Community Job.* Washington, U. S. Government Printing Office, 1945. 11 p. 5 cents.

A brief account of what citizens can do to make their communities better places for living.

U. S. GOVERNMENT PRINTING OFFICE: 1946

SCHOOL LIFE

olume 28, No. 5 ☆ Official Journal of the U. S. Office of Education ☆ February 1946

LIBRARY
NATIONAL EDUCATION ASSOCIA
WASHINGTON, D C

CONTENTS

Page

UNESCO—Design for Waging Peace 1
Bonds to Build the Peace . . 6
Educators Request Peacetime Savings Program 6
New Positions and Appointments in U. S. Office of Education 7
Death of Mr. Averill 9
Indian Education 9
Postwar Planning for Young Children 9
What High-School Students Want in Life 12
All-Hemisphere Copyright Conference 12
Curriculum Commission Meets 12
Educators' Bulletin Board . 13
New Values in Education . . 14
Wisconsin FM Radio Network 15
Military Training—Some Pros and Cons 15
Canning Surplus Food . . . 18
Federal Register 18
Library Service 19
Public-School Attendance Changes, 1940–44 20
Public Documents Course . . 22
Nutrition Education in the Schools 22
It Can Be Done! Say Home Economists 23
International Educational Relations 24
U. S. Office of Education as a Source of Materials on International Understanding.
China—Selected References for Teachers.
The School Social Worker . 29
Expenditures per Pupil in City Schools 30
U. S. Government Announces . 32

• UNESCO •

Design for Waging Peace

REPRESENTATIVES of 44 countries met in London from November 1–16, 1945, to write a constitution for a United Nations Educational, Scientific, and Cultural Organization. The following comments on this Conference and its outcomes were written by Harold Benjamin, Director, Division of International Educational Relations, U. S. Office of Education, who served as technical expert of the United States Delegation to the London meeting.

More than the United Nations need guns and cruisers, more than they need airplanes and bombs, they need the materials of more perfect union. Such materials are not matters of flame and steel; they are instead products of the mind and spirit. It is here that UNESCO is designed to operate.

Basis a Free Flow of Ideas

The Constitution of the new organization is printed in full below. It gives a clear statement of the framework within which the United Nations Educational, Scientific, and Cultural Organization will work. How that work will be carried on, how much success it will achieve, and how rapidly it will function are all questions for which the Constitution provides no answers. The quality of UNESCO's work will be determined by the kind of support it gets from its member nations and particularly from their educators, scientists, writers, artists, and other intellectual workers.

The basis for all UNESCO activity is the promotion of a free flow of information and ideas on all possible levels of understanding, through all available channels, and for the benefit of the greatest number of men. What does this mean specifically in terms of probable activities of the organization?

It means that UNESCO must be much more than just a clearinghouse for the exchange of items of scholarly and scientific interest. It must give needed information to the common people, the nonscientists, the nonscholars, the nonliterary men, and all the other representatives of what used to be called "the uninstructed classes."

The countries of Western Europe, for example, have had excellent interchange of scientific and scholarly information for generations—except when interrupted by wars. These wars have appeared to occur without regard to scientific and scholarly matters. Wars may once have been started rather exclusively by the captains and the kings; but nowadays they are begun, as they are fought and finished, by the masses of mankind. It is to the masses, therefore, that UNESCO must direct its free flow of information.

UNESCO must also use all available channels of instruction and communication to reach the masses of the people. It will deal with exchanges of scholars, teachers, writers, artists, musicians, and scientists. It may operate a university of the United Nations for the promotion of research and instruction on the highest graduate and research levels. Even more pressing and fundamental, however, will be its work of providing ex-

SCHOOL LIFE

Published monthly
except August and September

Federal Security Administrator
WATSON B. MILLER

U. S. Commissioner of Education
JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.
Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

changes of students on adult education and workers' education levels, of master farmers and homemakers, of tradesmen and industrialists, and indeed of all learners who need international educational experiences.

The organization will have many administrative and research jobs thrust upon it. It will be called upon to provide the necessary liaison arrangements to give aid to nations devastated by war in the educational, scientific, and cultural no less than in the industrial and agricultural areas. It will be asked to make studies of deficient educational systems. It will be required to define precisely the educational opportunities which should be given to non-self-governing peoples for the purpose of preparing them for independence within the United Nations; and it will run the risk of being called upon next to take part in the actual administration of the recommended programs of action.

The delegates sent from each member country to the conference of UNESCO and the Director General and staff of the organization will have to approach this task with the greatest possible daring and skill in the field of cultural engineering. These people cannot be mere teachers, mere scientists, mere men of letters, mere politicians, or mere citizens of any particular country. They will have to show qualities of mind and courage transcending all these and similar particulars. A Franklin or a Jefferson from the United States, a Galton or a Darwin from the United Kingdom, a Diderot or a Voltaire from France, or the nearest modern equivalent of such men that any country can furnish will not be too elevated an ideal for delegates to approach.

People of World Must Work Together

The task of UNESCO is a very great task. It must not be attempted with any but first-rate abilities. It is a very extensive task. It must not be attempted with small measures. It is a very significant task. It must not be attempted in an intellectual corner. The peoples of the world must work together on this task with power, sweep, and imagination. They must put into this task a great portion of that strength and gallantry which they have shown again and again in their world-wide wars. None of them can ever again win a war, but they can all win a peace which will give them and their children and their children's children the gracious experience of true human brotherhood after which their fathers and their fathers' fathers have so long vainly yearned.

☆

Constitution of the United Nations Educational, Scientific, and Cultural Organization

The Governments of the States Parties to This Constitution on Behalf of Their Peoples Declare that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed;

That ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war;

That the great and terrible war which has now ended was a war made possible by the denial of the democratic principles of the dignity, equality and mutual respect of men, and by the propagation, in their place, through ignorance and prejudice, of the doctrine of the inequality of men and races;

That the wide diffusion of culture, and the education of humanity for justice and liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfill in a spirit of mutual assistance and concern;

That a peace based exclusively upon the political and economic arrangements of governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind.

For these Reasons, the States parties to this Constitution, believing in full and equal opportunities for education for all, in the unrestricted pursuit of objective truth, and in the free exchange of ideas and knowledge, are agreed and determined to develop and to increase the means of communication between their peoples and to employ these means for the purposes of mutual understand-

ing and a truer and more perfect knowledge of each other's lives;

In Consequence Whereof they do hereby create the United Nations Educational, Scientific and Cultural Organisation for the purpose of advancing, through the educational and scientific and cultural relations of the peoples of the world, the objectives of international peace and of the common welfare of mankind for which the United Nations Organisation was established and which its Charter proclaims.

Article I

Purposes and functions

1. The purpose of the Organisation is to contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for the human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language or religion, by the Charter of the United Nations.

2. To realise this purpose the Organisation will:

(a) Collaborate in the work of advancing the mutual knowledge and understanding of peoples, through all means of mass communication and to that end recommend such international agreements as may be necessary to promote the free flow of ideas by word and image;

(b) Give fresh impulse to popular education and to the spread of culture: by collaborating with Members, at their requests, in the development of educational activities; by instituting collaboration among the nations to advance the ideal of equality of educational opportunity without regard to race, sex or any distinctions, economic or social; by suggesting educational methods best suited to prepare the children of the world for the responsibilities of freedom;

(c) Maintain, increase and diffuse knowledge: by assuring the conservation and protection of the world's inheritance of books, works of art and monuments of history and science, and recommending to the nations concerned the necessary international conventions; by encouraging cooperation among the nations in all branches of intellectual activity, including the international exchange of persons active in the fields of education, science and culture and the exchange of publications, objects of artistic and scientific interest and other materials of information; by initiating methods of international cooperation calculated to give the people of all countries access to the printed and published materials produced by any of them.

3. With a view to preserving the independence, integrity, and fruitful diversity of the cultures and educational systems of the States Members of this Organisation, the Organisation is prohibited from intervening in matters which are essentially within their domestic jurisdiction.

Article II

Membership

1. Membership of the United Nations Organization shall carry with it the right to membership of the United Nations Educational, Scientific and Cultural Organisation.

2. Subject to the conditions of the agreement between this Organisation and the United Nations Organisation, approved pursuant to Article X of this Constitution, States not members of the United Nations Organisation may be admitted to membership of the Organisation, upon recommendation of the Executive Board, by a two-thirds majority vote of the General Conference.

3. Members of the Organization which are suspended from the exercise of the rights and privileges of membership of the United Nations Organisation shall, upon the request of the latter, be suspended from the rights and privileges of this Organisation.

4. Members of the Organisation which are expelled from the United Nations Organisation shall automatically cease to be members of this Organisation.

Article III

Organs

The Organisation shall include a General Conference, an Executive Board and a Secretariat.

Article IV

The General Conference

A. Composition

1. The General Conference shall consist of the representatives of the States Members of the Organisation. The Government of each Member State shall appoint not more than five delegates, who shall be selected after consultation with the National Commission, if established, or with educational, scientific and cultural bodies.

B. Functions

2. The General Conference shall determine the policies and the main lines of work of the Organisation. It shall take decisions on programmes drawn up by the Executive Board.

3. The General Conference shall, when it deems it desirable, summon international conferences on education, the sciences and humanities and the dissemination of knowledge.

4. The General Conference shall, in adopting proposals for submission to the Member States, distinguish between recommendations and international conventions submitted for their approval. In the former case a majority vote shall suffice; in the latter case a two-thirds majority shall be required. Each of the Member States shall submit recommendations or conventions to its competent authorities within a period of one year from the close of the session of the General Conference at which they were adopted.

The governments of the following countries were represented at the conference by delegates and advisers:

Argentine Republic	Luxembourg
Australia	Mexico
Belgium	The Netherlands
Bolivia	New Zealand
Brazil	Nicaragua
Canada	Norway
Chile	Panama
China	Peru
Colombia	The Philippines
Cuba	Poland
Czechoslovakia	Saudi Arabia
Denmark	Syria
Dominican Republic	Turkey
Ecuador	Union of South Africa
El Salvador	United Kingdom of Great Britain and Northern Ireland
Egypt	United States of America
France	Uruguay
Greece	Venezuela (represented by an observer)
Guatemala	Yugoslavia
Haiti	
India	
Iran	
Iraq	
Lebanon	
Liberia	

5. The General Conference shall advise the United Nations Organisation on the educational, scientific and cultural aspects of matters of concern to the latter, in accordance with the terms and procedure agreed upon between the appropriate authorities of the two Organisations.

6. The General Conference shall receive and consider the reports submitted periodically by Member States as provided by Article VIII.

7. The General Conference shall elect the members of the Executive Board and, on the recommendation of the Board, shall appoint the Director-General.

C. Voting

8. Each Member State shall have one vote in the General Conference. Decisions shall be made by a simple majority except in cases in which a two-thirds majority is required by the provisions of this Constitution. A majority shall be a majority of the Members present and voting.

D. Procedure

9. The General Conference shall meet annually in ordinary session; it may meet in extraordinary session on the call of the Executive Board. At each session the location of its next session shall be designated by the General Conference and shall vary from year to year.

10. The General Conference shall, at each session, elect a President and other officers and adopt rules of procedure.

11. The General Conference shall set up special and technical committees and such other subordinate bodies as may be necessary for its purposes.

12. The General Conference shall cause arrangements to be made for public access to meetings, subject to such regulations as it shall prescribe.

E. Observers

13. The General Conference, on the recommendation of the Executive Board and by a two-thirds majority may, subject to its rules of procedure, invite as observers at specified sessions of the Conference or of its commissions representatives of international organisations, such as those referred to in Article XI, paragraph 4.

Article V

Executive Board

A. Composition

1. The Executive Board shall consist of eighteen members elected by the General Conference from among the delegates appointed by the Member States, together with the President of the Conference who shall sit *ex officio* in an advisory capacity.

2. In electing the members of the Executive Board the General Conference shall endeavour to include persons competent in the arts, the humanities, the sciences, education and the diffusion of ideas, and qualified by their experience and capacity to fulfil the administrative and executive duties of the Board. It shall also have regard to the diversity of cultures and a balanced geographical distribution. Not more than one national of any Member State shall serve on the Board at any one time, the President of the Conference excepted.

3. The elected members of the Executive Board shall serve for a term of three years, and shall be immediately eligible for a second term, but shall not serve consecutively for more than two terms. At the first election eighteen members shall be elected of whom one-third shall retire at the end of the first year and one-third at the end of the second year, the order of retirement being determined immediately after the election by the drawing of lots. Thereafter six members shall be elected each year.

4. In the event of the death or resignation of one of its members, the Executive Board shall appoint, from among the delegates of the Member State concerned, a substitute, who shall serve until the next session of the General Conference which shall elect a member for the remainder of the term.

B. Functions

5. The Executive Board, acting under the authority of the General Conference, shall be responsible for the execution of the programme adopted by the Conference and shall prepare its agenda and programme of work.

6. The Executive Board shall recommend to the General Conference the admission of new Members of the Organisation.

7. Subject to decisions of the General Conference, the Executive Board shall adopt its own rules of procedure. It shall elect its officers from among its members.

8. The Executive Board shall meet in regular session at least twice a year and may meet in special session if convoked by the Chairman on his own initiative or upon the request of six members of the Board.

9. The Chairman of the Executive Board shall present to the General Conference, with or without comment, the annual report of the Director-General on the activities of the Organisation, which shall have been previously submitted to the Board.

10. The Executive Board shall make all necessary arrangements to consult the representatives of international organisations or qualified persons concerned with questions within its competence.

11. The members of the Executive Board shall exercise the powers delegated to them by the General Conference on behalf of the Conference as a whole and not as representatives of their respective Governments.

Article VI

Secretariat

1. The Secretariat shall consist of a Director-General and such staff as may be required.

2. The Director-General shall be nominated by the Executive Board and appointed by the General Conference for a period of six years, under such conditions as the Conference may approve, and shall be eligible for reappointment. He shall be the chief administrative officer of the Organisation.

3. The Director-General, or a deputy designated by him, shall participate, without the right to vote, in all meetings of the General Conference, of the Executive Board, and of the committees of the Organisation. He shall formulate proposals for appropriate action by the Conference and the Board.

4. The Director-General shall appoint the staff of the Secretariat in accordance with staff regulations to be approved by the General Conference. Subject to the paramount consideration of securing the highest standards of integrity, efficiency, and technical competence, ap-

pointment to the staff shall be on as wide a geographical basis as possible.

5. The responsibilities of the Director-General and of the staff shall be exclusively international in character. In the discharge of their duties they shall not seek or receive instructions from any government or from any authority external to the Organisation. They shall refrain from any action which might prejudice their position as international officials. Each State Member of the Organisation undertakes to respect the international character of the responsibilities of the Director-General and the staff, and not to seek to influence them in the discharge of their duties.

6. Nothing in this Article shall preclude the Organisation from entering into special arrangements within the United Nations Organisation for common services and staff and for the interchange of personnel.

Article VII

National cooperating bodies

1. Each Member State shall make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organisation, preferably by the formation of a National Commission broadly representative of the Government and such bodies.

2. National Commissions or national cooperating bodies, where they exist, shall act in an advisory capacity to their respective delegations to the General Conference and to their Governments in matters relating to the Organisation and shall function as agencies of liaison in all matters of interest to it.

3. The Organisation may, on the request of a Member State, delegate, either temporarily or permanently, a member of its Secretariat to serve on the National Commission of that State, in order to assist in the development of its work.

Article VIII

Reports by member States

Each Member State shall report periodically to the Organisation, in a manner to be determined by the General Conference, on its laws, regulations and statistics relating to educational, scientific and cultural life and institutions, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4.

Article IX

Budget

1. The budget shall be administered by the Organisation.

2. The General Conference shall approve and give final effect to the budget and to the apportionment of financial responsibility among the States Members of the Organisation subject to such arrangement with the United Nations as may be provided in the agreement to be entered into pursuant to Article X.

3. The Director-General, with the approval of the Executive Board, may receive gifts, bequests, and subventions directly from governments, public and private institutions, associations and private persons.

Article X

Relations with the United Nations Organisation

This Organisation shall be brought into relation with the United Nations Organisation, as soon as practicable, as one of the specialised agencies referred to in Article 57 of the Charter of the United Nations. This relationship shall be effected through an agreement with the United Nations Organisation under Article 63 of the Charter, which agreement shall be subject to the approval of the General Conference of this Organisation. The agreement shall provide for effective cooperation between the two Organisations in the pursuit of their common purposes, and at the same time shall recognise the autonomy of this Organisation, within the fields of its competence as defined in this Constitution. Such agreement may, among other matters, provide for the approval and financing of the budget of the Organisation by the General Assembly of the United Nations.

Article XI

Relations with other specialized international organisations and agencies

1. This Organisation may cooperate with other specialized intergovernmental organisations and agencies whose interests and activities are related to its purposes. To this end the Director-General, acting under the general authority of the Executive Board, may establish effective working relationships with such organisations and agencies and establish such joint committees as may be necessary to assure effective cooperation. Any formal arrangements entered into with such organisations or agencies shall be subject to the approval of the Executive Board.

2. Whenever the General Conference of this Organisation and the competent authorities of any other specialised intergovernmental organisations or agencies whose purposes and functions lie within the competence of this Organisation, deem it desirable to effect a transfer of their resources and activities to this Organisation, the Director-General, subject to the approval of the Conference, may enter into mutually acceptable arrangements for this purpose.

3. This Organisation may make appropriate arrangements with other intergovernmental organisations for reciprocal representation at meetings.

4. The United Nations Educational, Scientific and Cultural Organisation may make suitable arrangements for consultation and cooperation with non-governmental international organisations concerned with matters within its competence, and may invite them to undertake specific tasks. Such cooperation may also include appropriate participation by representatives of such organisations on advisory committees set up by the General Conference.

Article XII

Legal status of the Organisation

The provision of Articles 104 and 105 of the Charter of the United Nations Organisation concerning the legal status of that Organisation, its privileges and immunities shall apply in the same way to this Organisation.

Article XIII

Amendments

1. Proposals for amendments to this Constitution shall become effective upon receiving the approval of the General Conference by a two-thirds majority; provided, however, that those amendments which involve fundamental alterations in the aims of the Organisation or new obligations for the Member States shall require subsequent acceptance on the part of two-thirds of the Member States before they come into force. The draft texts of proposed amendments shall be communicated by the Director-General to the Member

States at least six months in advance of their consideration by the General Conference.

2. The General Conference shall have power to adopt by a two-thirds majority rules of procedure for carrying out the provisions of this Article.

Article XIV

Interpretation

1. The English and French texts of this Constitution shall be regarded as equally authoritative.

2. Any question or dispute concerning the interpretation of this Constitution shall be referred for determination to the International Court of Justice or to an arbitral tribunal, as the General Conference may determine under its rules of procedure.

Article XV

Entry into force

1. This Constitution shall be subject to acceptance. The instruments of acceptance shall be deposited with the Government of the United Kingdom.

2. This Constitution shall remain open for signature in the archives of the Government of the United Kingdom. Signature may take place either before or after the deposit of the instrument of acceptance. No acceptance shall be valid unless preceded or followed by signature.

3. This Constitution shall come into force when it has been accepted by twenty of its signatories. Subsequent acceptances shall take effect immediately.

4. The Government of the United Kingdom will inform all members of the United Nations of the receipt of all instruments of acceptance and of the date on which the Constitution comes into force in accordance with the preceding paragraph.

In faith whereof, the undersigned, duly authorised to that effect, have signed this Constitution in the English and French languages, both texts being equally authentic.

Done in London the sixteenth day of November 1945 in a single copy, in the English and French languages, of which certified copies will be communicated by the Government of the United Kingdom to the Governments of all the Members of the United Nations.

BONDS TO BUILD THE PEACE

The Future of War Savings

By John W. Studebaker, U. S. Commissioner of Education

Before the war, about 8,000 of our schools supplemented their instructions on "money management" with an opportunity for saving right in the school.

During the war, more than 250,000 schools, through "Stamp Day," kept countless coins from burning holes in pockets, in addition to doing a two billion dollar fund-raising job.

"Stamp Day" made itself a weekly institution. It helped children learn to save by making it easy for them to save. It taught arithmetic, attitudes of responsibility, and an appreciation of the citizens' part in government. It built good community relations by providing families which had never saved before with a trusted and convenient place to save.

It is therefore good news that what will henceforth be called "U. S. Savings Bonds and Stamps" will remain on sale in peacetime. Teachers and administrators everywhere who want to continue in peacetime the educational advantages of "Stamp Day" will be able to get stamps and bonds as usual from post offices, rural mail carriers, and most banks. The Treasury, working cooperatively with the U. S. Office of Education, will continue to assist schools in developing study units and teaching aids in the field of personal money management and government finance, and will make such materials available on request.

It is good news, too, that the American Bankers' Association is encouraging its member banks to give schools every desired cooperation in working out peacetime school savings plans.

Children learn to save by saving—and profit greatly by an opportunity to save at their "place of work," the school. The nation will also profit greatly as we teach our children to handle wisely first their own finances and then their nation's finances.

Educators Request Peacetime Savings Program

"The Treasury Department welcomes the opportunity of helping schools continue in peacetime the educational advantages of their wartime bond and stamp savings program," Secretary of the Treasury Fred M. Vinson recently stated in response to a resolution presented by a group of educators who were unanimous in requesting "that the Treasury Department, working with the U. S. Office of Education, continue to cooperate with the schools in a peacetime savings program."

"The magnificent war job done by our school children and their teachers," continued Secretary Vinson, "can only be hinted at by the fact that the Treasury credits the schools with hundreds of millions of dollars in 'E' Bond sales since the Jap attack at Pearl Harbor. . . .

"It was wartime patriotism which led more than 25,000,000 of our boys and girls in more than 250,000 schools to save regularly through bonds and stamps every week.

"And it is peacetime patriotism and citizenship which lead them and their teachers to propose continuance of the program in peacetime. As the man to whom you have entrusted the job of administering our national debt, I deeply appreciate this evidence of your support. . . .

"The Treasury will keep what we shall henceforth call 'U. S. Savings Bonds and Stamps' on sale at post offices, through rural mail carriers, and at banks, stores, factories, and other outlets. And we shall continue to cooperate with the U. S. Office of Education in making available to teachers teaching aids in the fields of thrift, money management and Government finance."

The educators who signed the resolution form an advisory committee working with the Treasury on the school aspects of its peacetime savings bond program.

New Positions and Appointments in U. S. Office of Education

EARLY in the 1946 fiscal year Commissioner Studebaker began regrouping the U. S. Office of Education into eight divisions, in accordance with his previously announced "Plan of Organization to Improve the Service of the U. S. Office of Education." The divisions are: School Administration, Auxiliary Services, Central Services, International Educational Relations, Elementary Education, Secondary Education, Vocational Education, and Higher Education.



Harold R. Benjamin

While not all directorships of the divisions have been filled permanently to date, the following persons new to the Office staff have been appointed and have assumed their respective responsibilities: Harold R. Benjamin, director, Division of International Educational Relations; Kenneth O. Warner, executive assistant to the Commissioner and director, Division of Central Services; and Galen Jones, director, Division of Secondary Education. Another new appointment is that of Richard H. Logsdon as chief librarian of the Office of Education Library.

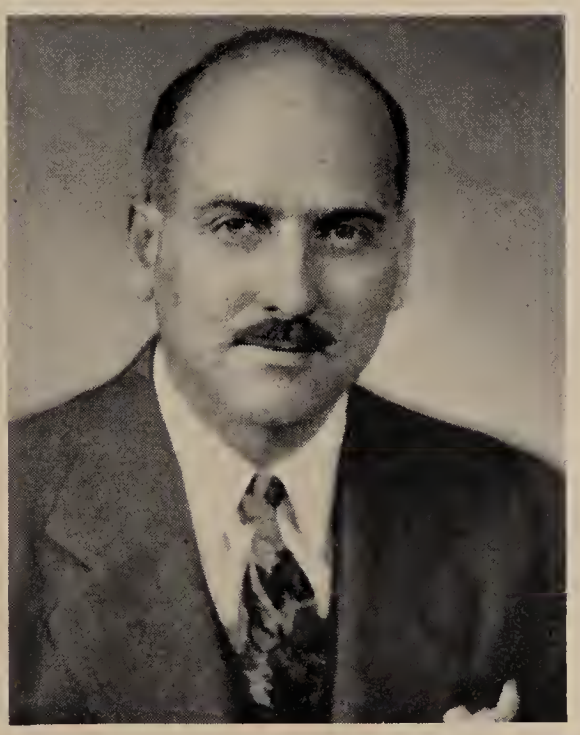
Assignments within the Office of Education staff include: Bess Goodykoontz, Assistant Commissioner and Director, Division of Elementary Education; J. C. Wright, Assistant Commissioner for Vocational Education; Fred J. Kelly, director, Division of Higher Education; Rall I. Grigsby, director, Division of Auxiliary Services and special assistant to the Commissioner, also acting director, temporarily, of the Division of School Administration.

An additional temporary division has been established recently to be in charge of Surplus Property Utilization. It is headed by Henry F. Alves as director. Other within-the-Office appointments that recently have been made include: Maris M. Proffitt, acting assistant director, Division of Secondary Education; Ralph C. M. Flynt, assistant director, Division of Central Services; Franklin Dunham, chief, Educational Uses of Radio; Carl A. Jessen, chief, Secondary School Organization and Supervision, Division of Secondary Education; Francis G. Cornell, chief, Research and Statistical Service, Division of Central Services; Ray L. Hamon, chief, School Housing Section, Division of School Administration.

International Educational Relations

Dr. Benjamin, director of the Division of International Educational Relations, was a major in the U. S. Army, and was with the Headquarters of the Far East Air Forces in Manila.

Kenneth O. Warner





Galen Jones

Previous to his war service, he was dean of the College of Education, University of Maryland.

Dr. Benjamin received his A. B. and A. M. degrees at the University of Oregon, and his Ph. D. degree at Stanford. He was superintendent of schools at Umatilla, Oreg.; principal of the University High School, Eugene, Oreg.; assistant professor of education at the University of Oregon; teaching fellow and associate professor of education at Stanford. Later he was professor of education and assistant dean, College of Education, and director of the center for continuation study, University of Minnesota; and director, College of Education, University of Colorado. He became dean of the College of Education at the University of Maryland in 1939, from which post he entered the Army.

As a professor of education, one of Dr. Benjamin's special interests has been the field of comparative education. He is conversant with eight foreign languages and has made special studies of national systems of education in Denmark, Germany, England, Mexico, Argentina, and Chile. In 1934, he was one of the United States Delegates to the Inter-American Conference on Education at Santiago, Chile.

Dr. Benjamin's military experience includes service on the Mexican Border, 1916; France and Germany, 1917–18; Western Aleutians, 1942–43; Philippines, 1945. He is a member of the National Education Association, American

Academy of Political and Social Science, John Dewey Society, Phi Beta Kappa, Phi Delta Kappa, and numerous other educational societies and associations.

Central Services

Dr. Warner, director of the Division of Central Services, comes to the Office of Education from the Foreign Economic Administration where he was Assistant Administrator. Dr. Warner received his A. B. and A. M. degrees at the University of Washington in 1926 and 1927, and his Ph. D. degree in 1931. Among positions he has held over the years are the following: Assistant in the Department of Political Science, University of Washington; research fellow, Brookings Institution; assistant and associate professor of political science, University of Arkansas; consultant, American Municipal Association; Arkansas State personnel director; director, Northwest Regional Council (Portland, Oreg.); head of the Department of Political Science, University of Tennessee; director of personnel for the Office of Price Administration; and assistant administrator of FEA, in which post he served until his present appointment.

Dr. Warner was a member of Governor Parnell's Committee on Reorganization of the Arkansas State Government in 1932, director of the Arkansas Municipal League in 1934, and in 1941–42, he served as consultant on Public Administration Training with the Tennessee Valley Authority.

Dr. Warner is a member of the International City Managers Association, American Political Science Association, American Society of Public Administrators, Government Research Association, and Southern Political Science Association. He was secretary of the Arkansas Peoples' Conference on Government, a fellow of the Carnegie Endowment for International Peace in 1934, lecturer at the University of Washington in 1939, and has been lecturer at Catholic University of America since 1944.

Secondary Education

Dr. Jones, director, division of Secondary Education, was principal of the East Orange High School, East Orange N. J. He received his A. B. degree at McPherson College, Kansas, in 1918 and his A. M. and Ph. D. degrees at Teachers College, Columbia University in 1921 and 1935, respectively. He began his teaching career in the high school of Marion, Kans., as a teacher of English. He also taught mathematics and United States history in the Nampa, Idaho, schools.

Dr. Jones has been identified with the administrative field of education since 1921, serving as principal of the high school at Le Mars, Iowa; principal of the junior high school at Sapulpa, Okla.; director of related arts, curriculum director, and supervisor for occupational information and coordinator of supervisors of art, music, commercial subjects, and guidance in the public schools of San Antonio, Tex.; principal of the junior-senior high school at Sapulpa, Okla.; principal of the senior-junior high school at Port Arthur, Tex.; principal of the senior high school at Reading, Pa.; assistant superintendent in charge of secondary schools at Tulsa, Okla.; and principal of the high school at Plainfield, N. J. He has been principal of the high school at East Orange since September 1942.

During summers, Dr. Jones has taught courses relating to the junior high school, secondary school curriculum, secondary school administration, secondary school supervision, administration of extracurricular activities in the graduate divisions of the University of Missouri, Ohio State University, Pennsylvania State College, Alfred University, University of Pennsylvania, Harvard University, Lehigh University, and the University of New Hampshire; and has also taught similar courses at Teachers College, Columbia University.

Among organizational activities, Dr. Jones is second vice president of the National Association of Secondary-School Principals; has served as treasurer of the Headmasters Association; is a member of the Committee on Measurement and Guidance, the Committee on Religion and Education, and the Committee on International and Cultural Relations of the American Council on Education; and is a member of the Board of Trustees of the Educational Records Bureau.

Chief Librarian

Dr. Logsdon, chief librarian for the U. S. Office of Education, has been identified with library administration for many years, having been librarian and assistant professor of Library Science at Adams State Teachers College, Alamosa, Colo.; librarian and associate professor of Library Science, Madison College, Harrisonburg, Va.; and professor and head of the Library Science Department at the University of Kentucky. Until recently he has been in the U. S. Navy, where his duties included the organization and administration of a technical library for the use of the staff of the Navy training program.

Dr. Logsdon received his A. B. degree at Western Reserve University in 1933; his B. S. in Library Science at Western Reserve University Library School in 1934; and his Ph. D. degree with a major in Library Science at the University of Chicago in 1942.

Functions Pointed Out

Commissioner Studebaker, in his report recommending an improved organization of the Office, has pointed out the following functions which the U. S. Office of Education should be prepared to carry on:

"1. The collection of information with respect to education in the States and in other countries so as to make possible intelligent comparisons and conclusions regarding the efficiency of educational programs.

"2. The formulation and recommendation of minimum educational standards which ought to be made to prevail in the schools and colleges of all the States and the preparation of suggested proposals and plans for improving various educational practices, arrived at by cooperative planning among private and public educational organizations and lay groups, such recommendations and proposals to be influential only if their merit and appropriateness warrant voluntary acceptance by the States and institutions.

"3. The provision of services of a national character that cannot well be undertaken by single States acting alone, e. g., the collection, interpretation, and dissemination of national statistics, the conduct of national and other important surveys, the convening of conferences of national significance.

"4. Pointing out desirable educational ends and procedures, evaluating educational trends and giving educational advice and discriminating praise.

"5. The offering of consultative services to States, school systems, and higher educational institutions on problems of reorganization, finance, administration, and curriculum.

"6. The coordination of Government activities relating to education through schools and colleges."

"In all such functions," the Commissioner asserts, "it will be apparent that encouragement and stimulation rather than control are envisaged as the objectives of the Office of Education with respect to education in the States."

Death of Mr. Averill

Felix Eugene Averill, a Vocational Division staff member of the U. S. Office of Education, passed away on November 10, 1945, at his home in Kensington, Md. Mr. Averill held the position of senior specialist in supervisor and teacher training, Trade and Industrial Education Service.

Before joining the Office staff in 1939, Mr. Averill had served for 6 years as supervisor of industrial shops and teacher trainer at the State Prison, Wallkill, N. Y. Previously, for about the same length of time he was supervisor of apprentice training for the Bethlehem Steel Co., at Lackawanna, N. Y.

Indian Education

"What is the objective of our Indian education, and how shall we measure its achievements?" This question is asked in one of the early chapters of a recent publication titled *Education for Action* by Willard W. Beatty, Director of Education, U. S. Indian Service, prepared in cooperation with associates in the division.

The question is partially answered thus: "Today, the major objective of our education program should be the production of self-supporting, self-respecting citizenship. We in the Indian schools are faced with the need to educate a group of children to a new way of life."

Copies of the book may be obtained from Haskell Institute, Lawrence, Kans.

Postwar Planning for Young Children

Your Question May Be Answered Here

MANY questions come to the U. S. Office of Education from States and communities seeking information on problems related to postwar planning for young children. The following selected questions are rather generally asked and for that reason information compiled by the Office in reply to a recently received inquiry is herewith published as a means of supplying helpful material to other school communities.

(1) What is the public education system's responsibility with regard to education for preschool age children from 2 on up?

In the current writings and discussions on educational planning in the postwar years, there is considerable agreement among educators that schools should extend their programs downward to include children 3, 4, and 5 years of age. Many believe that during the most formative period of life, children should have the benefits which nursery schools and kindergartens provide if their parents desire these privileges for them.

As educators take into account the headway which a child has made in his learning by the time he is 6 or 7 years of age, they realize more fully the importance of the early years in shaping the child's personality. His speech, health, social adjustments, habits, and attitudes are so far advanced that the efforts of the schools are in large measure conditioned by these earlier experiences.

Nursery schools have demonstrated the far-reaching effects of an educational program for young children. Developed in close alliance with the home and in partnership with the parents, they contribute helpful guidance to the child's growth and fuller development during the early years. Though there are those who voice arguments as to the advisability of offering an educational program for children under 6 at public expense, there is considerable evidence that parents in their attempts to find solutions to the problems of child rearing are more and more turning to the schools for help.

During the war years many parents have, for the first time, become acquainted with nursery school programs and are now urging that they become an integral part of the public-school system. Educators see them as the school's responsibility for young children but view with some alarm the tendency which has prevailed during times of social stress and war to provide nursery schools for children of special groups, since public education has been established for all. They believe, nevertheless, that these opportunities which are beneficial for young children in periods of upheaval are equally beneficial in time of peace.

Action of groups which have made recommendations for an extension of education for children under 6 in the postwar years include the following:

A. The National Council of Chief State School Officers at its annual meeting in Baltimore, Md., December 1–4, 1944, passed the following resolutions:

"Funds for Extended School Services: Be it further *Resolved*, That Federal funds continue to be made available for extended school services for children of working mothers for the balance of the emergency period, except insofar as such services for these limited groups can be included in the school program for all children before the close of the emergency.

"Federal Funds in the Postwar Period: It is recognized that States may have difficulty in securing adequate funds from State and local sources for the financing of a comprehensive educational plan for *all groups* for whom educational opportunities *should and must be provided*. The Federal Government should, therefore, stimulate States to prepare and to develop comprehensive State plans for educational programs, and it should participate, when

necessary, in the financing of such programs."

B. In a report prepared by the Research Division of the National Education Association entitled *Proposals for Public Education in Postwar America*, extension of education to young children is mentioned as one of the goals. The findings in this report are based on recommendations "found in hundreds of professional books, bulletins, and magazine articles on the local, State, and National aspects of education. It is intended to reflect the soundest and most practical of current ideas concerning probable future needs in public education."

"The following general pattern of educational opportunities and provisions is offered as a series of tentative goals for postwar public schooling in the United States of America. This pattern is concerned primarily with public elementary and secondary education including a desirable but optional extension downward to embrace the kindergarten and nursery school years and a similar extension upward to embrace the junior college years (p. 43, pt. II).

"With certain exceptions as noted below each State should provide appropriate school opportunities and services at public expense for all residents of the State who want or need such opportunities and services and who desire (or whose parents or guardians desire for them) to attend publicly controlled and publicly supported schools.

"Ages 3 through 5—School attendance at these ages should not be required. For children whose parents or guardians wish them to attend, however, the schools should provide suitable care and training during such hours as the needs of the children demand, except in attendance areas where the numbers of these children are too small or the distances they would have to travel are too great to make such school provisions practicable" (p. 44, pt. II).

C. Representatives of nine national organizations interested in programs of education, health, and welfare for children met in Washington, D. C., September 19–21, 1945, to determine policies for which they might stand; and to outline suggestions for reorganization in Federal agencies serving children, for needed legislation, and for action by national organizations. The conference was prompted by the announcement of the probable termination of child-care services under the Lanham Act and the immediate need for long-term cooperative planning for children and youth.

At the conclusion of the sessions a representative group presented in person to President Truman a summary of the findings of the conference. Organizations endorsing the findings and pledging active support included the American Association for Health, Physical Education and Recreation; the American Association of University Women; American Home Economics Association; Association for Childhood Education; General Federation of Womens Clubs; National Association for Nursery Education; National Congress of Parents and Teachers; and the National Education Association.

These organizations pledged their support for the following policies:

"To meet their basic needs, children must have food of the quantity and quality that makes physical growth possible, clothing and shelter adequate for comfort and self-respect, recreation and care that guarantees the maximum physical and mental health.

"Constructive planning for children is one of the most important tasks which can be undertaken.

"The financial cooperation of the Federal Government with the States and communities — a principle well established in Federal law—is necessary in order to obtain the services that will satisfy these needs.

"All the children of all the people at all levels of development from conception to maturity should be included in community, State, and national programs of action—regardless of race, color, creed, nationality, or place of residence.

"Programs for children should be coordinated.

"American family life will be strengthened and enriched by services that assist the home in providing for the needs of children."

Among legislative proposals made are the following:

"We restate our interest in and approval of Federal aid to free tax-supported public schools based upon the principles of equalization, a maximum of local control and provision for nursery schools and kindergartens.

"We see the need for and recommend the prompt enactment of additional legislation to provide adequate health, welfare, and educational services to all children."

D. The Committee for Volume II of the 1945 *Yearbook* of the National Society for the Study of Education says: "*Educational services should be extended downward to provide for the three - to - five - year - old children.* . . . Boards of education should by law be required to provide school opportunities for all five-year-old children who apply for admission, and they should be permitted to provide at public expense for all three- and four-year-old children whose parents wish them to attend and who will themselves participate in a parent-education program" (p. 297. American Education in the Postwar Period: Part II, Structural Reorganization).

(2) Are there communities which are now carrying on this program as part of the public education system?

For some years, a number of communities have been carrying on nursery schools on a limited scale as a part of their public-school system. Examples are: Highland Park, Mich.; Baltimore, Md.; Rochester and Syracuse, N. Y.; Tulsa. Okla.; Philadelphia, Pa.; Little Rock, Ark.; Norwich, Conn.; Beaumont, Tex.; Worcester, Mass.; Brooklyn, N. Y.; Portland, Oreg.; Seattle, Wash.

These nursery school programs differ in their purpose in the above school systems mentioned. In some places, they were established as centers to demonstrate a good educational program for young children, or to provide opportunities for parents to observe the behavior of children and to receive help in better understanding their children. In others, the nursery school is a part of the family life education program at the secondary level.

In August 1945, when announcement was made that Federal funds would be withdrawn, parent and citizen groups all over the country mobilized to urge continuation of the child-care program for children of working mothers. Reports were received that Extended School Service programs in some com-

munities would be continued by public schools, for example, in Detroit, Mich.; Orange, Tex.; in 30 communities in New York State, and in 10 communities in Pennsylvania.

In other places, such as Kansas City, Mo.; Greensboro, N. C.; Wilmington, N. C.; Richmond, Va.; Alexandria, Va.; Cleveland, Ohio; Cincinnati, Ohio; Washington, D. C.; Pascagoula, Miss.; Chicago, Ill.; Baltimore County, Md.; Montgomery County, Md. groups organized to make surveys and to formulate plans to salvage their child-care program.

(3) Should a permanent program of day care for children of working mothers be part of the public education system of a community?

If by "day care" is meant a physical-care program for children which operates 10 to 12 hours a day, without educationally trained personnel, then the answer is that such a program is not a school responsibility. Child-care programs which have been conducted by schools as centers to feed and care for children, without trained staff and *without an educational purpose back of the service*, do not rightfully belong under public-school administration.

It may be pointed out, however, that schools prior to the war provided services to meet the needs of children of working mothers, not as a special group, but as children who for various reasons needed such services as warm lunches, supervised play at noon and after school, club and recreation programs. Schools have found that they cannot carry on an educational program without considering a child's whole day—both his school and home life. In other words, schools aim to serve children, whether or not their mothers work outside the home.

During the war years, schools have been called upon to extend their programs downward to include children as young as two, and to provide a longer day, week, and year for children of school age. These programs, financed at public expense, have been for a limited number of children—the children of working mothers in war areas. This limitation has tended to confuse our thinking about children. The principles of public education—schools to meet the needs of children, and opportunities for all—has not been the chief concern in providing wartime child-care services. It is now necessary for communities to face the issues. Shall we plan for *all* children or for special groups in our nation? Shall all parents who desire nursery schools and kindergarten experiences for their children have these privileges?

A number of communities are planning to convert their wartime nursery schools to a permanent program, organized on a daily schedule which will permit children of working mothers to attend. The schedule will be reduced gradually from a 12-hour day to a 6- or 7-hour session, as mothers make their arrangements to adjust to a peacetime program.

(4) If not part of the public education system, whose responsibility is it to furnish adequate day care for children of working mothers?

Local communities have found that mothers who are employed require varying types of service to meet their needs and those of their children. During the war emergency both schools and social welfare agencies expanded their programs to provide services for children whose mothers were employed. The wartime programs under the schools for children of working mothers, including nursery schools and centers for school-age children, are now being adjusted to meet peacetime conditions. Many boards of education plan to continue nursery schools and recreational programs for children of school age as a part of the regular school program. These services will be available to mothers who work outside the home as well as to other parents who desire their children to have such opportunities.

The welfare agencies provide for the care of children whose mothers, due to employment or other reasons, cannot care for them during the day. Such services as day nursery care, foster family day care, and homemaker services are available for mothers whose hours cannot be adjusted to the school hours or who for other reasons prefer this arrangement.

(5) How would the proposed Federal aid bill to education affect nursery school education in local communities as well as day care for children of working mothers?

S. 181, Federal Aid Bill to Education, makes specific reference to provisions for kindergarten and nursery schools. See *Apportionment*, Sec. 3: "The funds appropriated under section 2 of this act shall be apportioned to the respective States by the United States Commissioner of Education (hereinafter called the 'Commissioner'), in the following manner:

"(A) The amount apportioned to each State from the funds appropriated under the authorization of section 2 (A) shall be an amount which bears the same ratio to the total amount made available as the average daily attendance (for the latest year for which data are available in the Office of the Commissioner) of pupils attending all types of public elementary schools (including kindergartens and nursery schools) and public secondary schools (including through the fourteenth grade) in that State bears to the total of such average daily attendance for all the States."

Day care, for children of working mothers, is considered a welfare service and has been included in the provisions of S. 1318, which provides expanded health and social welfare services for children (see title III of the bill.)

(6) From information from communities throughout the country, does the need still exist for subsidized care for children of working mothers where mothers cannot afford to meet the total fee?

Though the number of women who were employed during the war has now decreased, there is still a sizable group in our labor force, many of whom have children. Numerous surveys reveal that women workers expect to remain in the labor force and will need child care services. In Los Angeles, 60 percent of the women working planned to go on after the war. More than 80 percent of the women in a New York survey said they would continue to work. Almost 80 percent of the 402,000 working women in the Detroit area wanted to continue to work, and 55 percent indicated they would need employment after the war.

In Cleveland, 60 percent of the 700 mothers using child-care centers planned to work indefinitely.

According to the U. S. Women's Bureau, the majority of mothers who work do so because they must assume partial or entire responsibility for the support of their families.

Through the war period, approximately 60 percent of the operating costs of child-care centers was paid by the Federal Government and a ceiling of 50 cents per day on fees was maintained. With the threatened closing of the centers, some mothers offered to pay considerably more to continue the service. Whether or not they are able to do this is difficult to answer, since such factors as wages and living expenses of working mothers must be considered.

(7) If so, should Lanham funds for school day-care programs be continued after March 1, 1946, the announced deadline?

Since the Lanham Act was a war measure and is in effect only "until the President states that the emergency declared by him has ceased to exist," this legislation should not be considered a source of future funds for child care. Local communities and States should therefore determine to what extent they can meet this problem and, if Federal assistance is necessary, should indicate their desire for Federal cooperation to share the State and local responsibility in providing adequate services for children. For some time legislation has been before Congress which would provide for expansion of services for children through educational and welfare agencies.

(8) Are there any communities which are planning day-care programs under the auspices of the public education system on a permanent basis after March 1?

No. Day-care programs are considered a welfare rather than an educational function. There are several communities which have reported that they are taking steps to obtain nursery schools for young children and programs for school-age children in their out-of-school hours as a part of their permanent educational program. (See (2) above). These do, of course, reduce the need for day-care services.

(9) If there are educationally sponsored programs, on what basis are they being planned—on a self-supporting basis or partly from fees and partly from local tax funds?

Various plans are being formulated to continue child-care programs. These features are noted in the plans under way. Two additional States have established the principle of State aid for nursery schools and school-age groups by making State funds available. A formula has been worked out in one State which employs a 2–1 ratio for financing these programs for children—community contributions and parent fees equal one-third each, and the State pays the other third. In other communities, local public funds are used in combination with fees and donations.

What High-School Students Want in Life

To live a simple but secure and happy life without making a lot of money or becoming famous is the ultimate aim of 44 percent of the high-school students voting in a recent Nation-wide survey conducted by the Institute of Student Opinion. On the ballot asking their ultimate aim in life, only 4 percent of the 93,174 student voters checked the statement "to make a lot of money."

Seven percent of the students indicated uncertainty about their goals, according to the report. The remaining students who voted checked as follows: To reach the top in some field of work and become famous, 20 percent; to be a prominent and respected member of the community, 15 percent; to serve society and help improve the health or welfare of their fellowmen, 10 percent.

All-Hemisphere Copyright Conference

An inter-American conference of copyright experts, charged with drafting a permanent agreement to give all intellectual works uniform protection throughout this hemisphere, will meet in Washington beginning June 1, 1946, the Governing Board of the Pan American Union states.

Legal protection of authors and composers in America is provided at present by several multilateral and numerous bilateral agreements, as well as certain reciprocal arrangements. The basic instrument is the Buenos Aires Convention of 1910, but since only 14 countries ratified this agreement, it does not afford over-all protection.

There are no inter-American treaties covering work produced in the newer fields of radio and television, the announcement states. It will be the purpose of the conference to provide protection for such scripts, as well as to harmonize the principles embodied in existing agreements which relate to published works.

Curriculum Commission Meets

Preceding the thirty-fifth annual meeting of the National Council of Teachers of English held this fall in Minneapolis, a meeting was held of the recently appointed Commission on the English Curriculum. Consideration was given to the Commission's activities over a period of several years' time.

Approximately 20 of the 25 persons who accepted membership on the Commission attended, in addition to the director and two associate directors. All sections of the country were represented. Elementary and secondary schools, and colleges had spokesmen. A number of representatives from all these levels were especially interested in teacher education since they are located in teachers colleges. Helen K. Mackintosh, specialist in elementary education, U. S. Office of Education, a member of the Commission, was present at the Minneapolis meeting.

The present plan of work conceives of the English curriculum as a continuous program beginning with the child's earliest school years and extending into adult life. Under the general supervision of Dora V. Smith, University of Minnesota, director of the Commission, and associate directors Porter G. Perrin of Colgate University and Angela M. Broening of the Baltimore public schools, the activities of the Commission will be organized in such a way as to bring in many persons from all parts of the country to work on subcommittees.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Child Study

Helping Teachers Understand Children. By the staff of the Division on Child Development and Teacher Personnel, prepared for the Commission on Teacher Education, Washington, D. C., American Council on Education, 1945. 468 p. $3.50.

Describes a study made by a group of classroom teachers and teaching principals in one of the systems of public schools actively associated with the Commission on Teacher Education. The project aimed to improve the teachers' understanding of children and used a procedure simple and practical enough to appeal to similar groups of teachers in other schools. The report, which follows these teachers step by step, is a guide to child study, as well as a contribution to the literature of group work.

Geography

Bibliography of the Best References for the Study of Geography. By J. Granville Jensen and Marion I. Wright. Providence, R. I., Rhode Island College of Education, 1945. 31 p. mimeo. 50 cents.

Presents a classified and annotated list as a guide to the sources of information for students and teachers of geography, with references under each specialized field of geography, regional and national approaches, and a section under the teaching of geography.

Safety Education Study

Driver Training Reduces Traffic Accidents One-Half. Washington, D. C., Traffic Engineering and Safety Department, American Automobile Association, 1945. 18 p. illus. Single copy free to educators and teachers.

Reports a study which aims to measure accurately certain results achieved through classroom instruction and behind-the-wheel training given in high schools. Analyzes the records of 3,252 students from Cleveland high schools and 500 from State College, Pa. The findings indicate that definite training tends to lessen serious driving difficulties.

Housing Evaluation

A Check List to Help You Decide How to Improve Your House or Room and Its Furnishings in 1945–46. Washington, D. C., American Home Economics Association, 620 Mills Building, 1945. 2 p. process print. 75 cents a hundred copies.

The checklist is an evaluation device. It is intended for use by individuals or by study groups in evaluating present housing facilities in terms of adequacies to meet individual or family needs and desires.

Congress

Congress at Work. rev. ed. New York, Scholastic Magazines, 1945. 32 p. illus. 15 cents, single copy. (Address: Scholastic Magazines, 220 East 42d Street, New York 17, N. Y.)

Describes the Congress of the United States, explains how laws are made, "from bill to law, a play-by-play account in pictures," includes a primer of political and congressional terms, and other pertinent information.

School and Community

Community Living and the Elementary School. Twenty-fourth Yearbook. Washington, D. C., Department of Elementary School Principals, National Education Association, 1945. 351 p. (Bulletin of the Department of Elementary School Principals, The National Elementary Principal, Vol. 25, No. 1.) $2.

Gives descriptive reports on successful elementary-school programs dealing with various phases of school and community life; considers both rural and urban trends. Contents: Part 1, Relating elementary education to community life; Part 2, Enriching the curriculum from community resources; Part 3, Building community understanding of the school; Part 4, Meeting new community needs; Part 5, Adventuring in school-community coordination.

For Discussion Groups

Here's How It's Done. A Popular Education Guide, by Florence B. Widutis, assisted by Sally Smith Kahn. New York, The Postwar Information Exchange, Inc. Assisted by the Carnegie Endowment for International Peace, 1945. 74 p. illus. $1. (Address: The Postwar Information Exchange, Inc., 41 Maiden Lane, New York 7, N. Y.)

Describes methods which have been used successfully to stimulate the interest of Americans in national and international problems. Includes a directory of 280 national organizations which provide popular program and study materials of general interest for discussion groups.

Southern States Program

Building a Better Southern Region Through Edueation. A Study in State and Regional Cooperation, Edited by Edgar L. Morphet with the assistance of the Coordinators, Chairmen, and Executive Committee. Tallahassee, Fla., Southern States Work-Conference on School Administrative Problems, 1945. 418 p. $1.50.

Studies the problems and opportunities of the southern region and shows that education has a definite responsibility to help to prepare the people of the region to utilize their resources more effectively and to raise their level of living. Suggests principles and ideas which should be considered in planning readjustments in the educational program of the States in this region.

International Cultural Relations

United States Aetivities in International Cultural Relations. By I. L. Kandel. Washington, D. C., American Council on Education, 1945. 102 p. (American Council on Education Studies, Series 1, No. 23) 75 cents.

Gives an account of the various types of international cultural relations in which official and private agencies of the United States have engaged in the period between the two world wars. Offered as basic information for future planning.

Vocational Training

America's Vocational Schools. Washington, D. C., The American Vocational Association, Inc., 1945. 54 p. illus. 20 cents, single copy.

Prepared to present to returning veterans, war workers, and others, the training facilities and programs already available to them through the public vocational schools and classes. Contains a list of State directors of vocational education, who will furnish more detailed information about State programs.

Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Industrial Arts Education

Construction of Achievement Tests for Related Technical Subjects in Vocational High Schools, by David G. Salten. Doctor's, 1944. New York University. 280 p. ms.

Describes the various activities of a beauty parlor. Discusses the construction and validation of a test in cosmetology.

Manual for Instructors of Related Physical Science for Trade and Industrial Education, by Gerald B. Willett. Master's, 1944. Massachusetts State Teachers College, Fitchburg. 65 p. ms.

Presents units in various phases of physical science to be used as aids by teachers in selecting and presenting practical examples of these principles in actual situations on the job.

A Manual for Use in Supervision of Vocational-Industrial Education, by Seelig L. Lester. Doctor's, 1944. New York University. 292 p. ms.

Presents a manual to be used as a guide by practicing supervisors in the vocational-industrial high schools, and as a guide for candidates preparing for supervisory positions in such high schools. Uses a job analysis technique, and includes pertinent drawings.

Significant Developments in Industrial Education in Detroit Schools, from 1931 to 1943, by Earl J. Crosswright. Master's, 1945. Wayne University. 45 p. ms.

Gives excerpts from courses of study, handbooks, and other materials that appeared in the vocational education yearbook during this period.

A Study of Success Factors in the Teaching of Industrial Arts, by Harold B. Lebus. Master's, 1945. Wayne University. 42 p. ms.

Discusses the philosophy of education, personality of the teacher, work plans, administration, techniques of instruction, learning factors, teaching aids, measuring results, and teacher relationships as applied to industrial arts.

Teachers' Activities and Their Place in an Industrial Arts Student Teaching Program, by Harry L. Johnson. Master's, 1944. Wayne University. 39 p. ms.

Lists the industrial arts activities that must be emphasized in the student teaching program.

The Use of Visual Aids in the Industrial Indoctrination, Morale, and Supervisory Training Programs, by Marion J. Mulligan. Master's, 1944. New York University. 29 p. ms.

Analyzes 100 replies to letters sent to 149 firms of various sizes. Finds that 49 firms approved their use, while the others were not using visual aids or did not find the medium worthwhile.

A Workbook for First and Second Year Pupils in an Industrial Arts High-School Course in Printing, by Jack Nathan. Master's, 1944. University of Cincinnati. 182 p. ms.

Presents a workbook and an objective marking system in printing for high-school freshmen and sophomores.

New Values in Education

The following excerpts are from an address given by Mrs. Eugene Meyer before the Seventy-eighth Annual Conference of the Maryland State Teachers' Association, held in Baltimore.

If the scientists could join forces to put an end to this devastating war, they can also join forces to establish a peaceful world in which children can grow up without fear because each and every one of them will have an opportunity for maximum self-development and for maximum service to the public welfare.

The Sacredness of Life

It will take nothing less than a total combination of scientific knowledge to bring this equality of opportunity for children, a result basic to the most elementary principles not only of democracy, but of justice, self-preservation, and ordinary common sense. No longer can we think of educational values for our children in purely mental terms. The vast resources of science that contribute to the over-all knowledge of human behavior and growth must now be pooled. The research of the geneticist, neurologist, the physical and social anthropologist, the biochemist, the pediatrician, in short, the whole world of recent discovery concerning the mysterious relationship of physiology to human capacity and temperament, must be brought to bear so powerfully upon the protection of child development that a new feeling for the sacredness of life can come into being. This is the only real antidote to the irreverence of undiscriminating violence and to the authoritarian form of government.

Until our American people can be made to feel once more a deep and sincere respect for the dignity of life as it is embodied in every American child, we cannot hope to bring about the revolutionary changes that must take place in our attitude toward education in the postwar world. . . .

We now have to recover from years of indifference to the general welfare. Let us review only a few of the practical steps that could be taken at once. We must strengthen the cultural possibilities of rural life in order to stop the trend toward urbanization, and ensure the future of agricultural production. There are whole regions comprising at least a third of our country where education and health facilities must be pulled up to a minimum standard. The war migrations and the 5 millions of rejected recruits have taught the dullest mind that we cannot neglect the children in one part of our country without penalties to the entire Nation. For that matter, even our proudest cities, such as New York and Chicago, have a high percentage of undernourished children.

Face Total Community Needs

In an industrialized society, moreover, where mothers are obliged to work, we must expand the nursery schools and reach out to the 3- to 5-year period which is now an educational no-man's land. Considered in the light of modern scientific knowledge, our whole educational system is in need of revitalization. We must stop looking at the few high spots in our school system, and face the total community needs of education in the full modern sense of the word—the development of the whole man. We must achieve an education which teaches the individual not only how to read but how to live. And in order to learn how to live, every individual must not only have access to a good school and good health facilities; that school and its program must be related to family and community life, a community life in which every human being plays a necessary and meaningful part.

Such schools need teachers with social vision, and that in turn implies more and better training schools for the teachers of the future. It also implies decent salaries for teachers, commensurate with the responsibilities they carry, and with their proper social status in the body politic.

Wisconsin FM Radio Network

First to embark upon a comprehensive State FM educational network plan, the State of Wisconsin recently filed license applications with the Federal Communications Commission for the first two units of a proposed system of seven FM stations, according to Harold B. McCarty, director of station WHA at the University of Wisconsin.

The applications call for a 10-kilowatt transmitter to serve the Milwaukee and eastern lake shore area and a 3-kilowatt station to be located on the university campus in Madison. Additional units are planned for location at various points to provide day and night coverage throughout the State.

Back of the license requests is the State radio council, a board of 11 members representing the university, the State department of public instruction, the teachers colleges, the State board of vocational and adult education, and the State department of agriculture, together with the Governor. The council was established by the 1945 Wisconsin Legislature and authorized to coordinate the educational interests of the State in developing an educational FM system. Funds were appropriated for the first two units.

Station WHA at the university is expected to provide a large share of the program service for the FM network, with additional features to be contributed by other agencies and institutions throughout the State.

Canning Center Report

Figures made available to the U. S. Office of Education from the School-Community Canning Center of the Dadeville, Mo., Consolidated School District show that within this district, which is 8 by 10 miles in area, 188 of the 205 families living there used the center.

Another interesting feature was the proportion of men and women who participated. A check of enrollment figures shows that the attendance was almost equally divided—640 women and 527 men used the center between the months of July and February, inclusive.

The report was made by George M. DeWoody, superintendent of schools, and J. D. Harris, vocational agriculture instructor.

Military Training

Some Pros and Cons

by Benjamin W. Frazier, Senior Specialist in Teacher Training

THE following summary contains condensed affirmative and negative arguments found most commonly in a wide sampling of literature on a subject of vital interest to schools and colleges. The question may be stated: Resolved that selective service should be continued by the United States for at least 2 years, and universal military training for at least 5 years thereafter.

Speakers and writers on the subject in general seem to assume that such a program would apply, with reasonable exemptions, to all physically qualified 18-year-old men; that induction would be permitted during the ages 17–22, inclusive, to accommodate students and others; and that training or service would be compulsory for 1 year, but would be continued thereafter on a voluntary basis only; and that the program would be under the immediate control of the armed forces. In presenting these pros and cons, the author seeks to assist schools in their search for material on both sides of this controversial issue.

I. How Much Military Strength Do We Need?

Affirmative

America must provide much larger active and reserve military forces after the war than before to hold and redirect occupied countries, support occupation troops, replace war veterans, preserve the hard-won gains of victory, uphold American influence among nations, safeguard the peace by implementing the United Nations Charter with military force, insure the country against the recurrence of past disastrous losses and hazards due to unpreparedness, and provide reserve forces adequate to meet any emergencies.

1. Minimum authoritative estimates of Army and Navy needs range between 1½ and 3 million men, in contrast to the provision of less than 325,000 men just before the war. Military estimates were used in a successful war and are the best available. Their disregard before the war led to huge losses.

2. To withdraw from occupied countries and from new, immensely important strategic outposts would defeat many of the war's purposes.

3. The men who sacrificed most to win the war should be relieved immediately. Volunteers alone cannot do it.

4. America will need compulsory military training to raise our share of the strong international police force provided for in the United Nations Charter to subjugate outlaw nations; and to give our country the prestige and power it

Negative

America does not need much stronger military forces after the war than before. Occupation forces can and will be greatly reduced in size. The gains of victory are assured, American prestige and influence the world over are firmly established, and the United Nations' peace plans should be given priority over conscription. Present and future volunteer forces will be ample to implement the Charter. No nation and no emergency threatens us, nor will for many years.

1. Military estimates are entirely too high. They have been lowered repeatedly and are unreliable. America is in less danger from aggression now than during the 1930's. Military estimates are inspired by groundless fears and desires to perpetuate present military organizations.

2. Germany and Japan are helpless and with our Allies' assistance can be controlled with volunteer armies. Our outposts are safe.

3. Volunteers, plus plenty of idle soldiers in this country, could relieve the overseas veterans.

4. Our present armed forces, plus volunteers, will provide America's share of the moderate-sized international police force needed. The Nation's prestige and power are unequalled and it can secure the approval and cooper-

1. How Much Military Strength Do We Need?—Continued

Affirmative

needs in its increasingly extended international relationships.

a. America's international relationships, to be effective, must have strength to back them up. European nations respect military strength, employ force as an instrument of national policy, and keep up their defenses even while working for peace. To convince them that we mean to do our part in maintaining peace, we must stay prepared. Otherwise America's peaceful intentions will be misunderstood and both her bargaining power and security will be endangered. We cannot gain the confidence of our Allies by a display of weakness.

5. It would be unsafe and stupid for the United States to weaken herself while other nations continue to strengthen their arms to their maximum ability, as the more powerful among them are doing at present. All countries should disarm simultaneously.

6. Encouraged by our unpreparedness, foreign foes twice within a generation, and in two world wars, have attacked our country and inflicted enormous and dangerous losses upon us before we could prepare. We must not again gamble on good luck and fortunate alliances to preserve our national existence.

Improved airplanes, bombs, electronic devices, and blitz warfare tactics demand unprecedented numbers of well-trained men to provide strong and immediately available protection against sudden and devastating attacks upon our cities and defense centers.

7. During the coming decades of experimentation with peace charters, America must insure against hazards as do other nations.

a. Maintenance of peace is not within the power of America alone. Twice within a generation America has been forced by other nations into wars she did not plan.

b. History shows clearly that so long as "have not," predatory nations exist, allies may quickly become enemies, and enemies become allies; that new and dangerous alliances may be formed overnight; and that enemies are rarely crushed beyond recovery. No one will protect America's great wealth but herself.

Negative

ation of its Allies more readily by reducing its armed forces than by increasing them.

a. European nations are influenced by unique geographical conditions and unfortunate heritages of warfare and hate to maintain armies that are entirely unnecessary in this country. The United States should exert its influence toward peace by setting a good example, and should not show suspicion of peace plans. All nations know our strength and we do not need postwar conscription to convince them of it. We cannot gain world confidence if we carry a club behind our back while working on peace plans.

5. Peacetime conscription is a death blow to the spirit of the Charter at a time when the United Nations have unanimously established this great plan of security for mankind. Conscription would hasten a new armament race.

6. We won both wars despite temporary set-backs. With our enemies defeated and disarmed and our Allies united for peace, great military strength is useless, and a threat to world peace. We can now rely increasingly upon international agreements for security, and for world peace.

Scientific laboratories and industrial production can meet every new war invention. Hostile preparation for modern wars is plainly evident long in advance. The determination of peace-loving nations can stop atomic bombs more effectively than can armies.

7. Huge armies have brought war to the world far more often than they have insured the world against war.

a. As one of the strongest nations of the world, America's influence will assure peace for many years to come. No existing nation could win a war with America.

b. It is inconceivable that any nation or alliance of nations now or soon will threaten America, for Germany, Italy, and Japan are or will be crushed beyond recovery for many years. Our Allies are friendly and, in any case, are war-weary and financially weak. Groundless fears should not dictate our policies with respect to military protection.

Affirmative

c. None of the hundreds of peace treaties recorded by history has long preserved the peace. It is pure conjecture that a new one will do better. Universal military service was essential for victory in both world wars.

d. Current peace plans make no provisions for dealing with aggression by any of the great allied powers, all of which remain strongly armed.

II. What Are the Best Metho

Selective Service for 2 years plus compulsory military training thereafter for young men constitutes the surest, most democratic, and most economical of the alternative programs for national defense.

1. America's volunteer forces, numbering less than 325,000 before each of the world wars, were found to be totally inadequate when war began and had to be superseded by universal military training at great cost, during more than a year of grave losses and hazards.

a. Our inadequate prewar volunteer forces were raised only with difficulty and considerable expense and could be increased sufficiently to meet postwar needs only at enormous cost. Recently provided inducements are clearly inadequate but cannot be greatly increased. Sufficient volunteers cannot be procured.

b. Other powerful nations have long since abandoned volunteer armies, which have not won a single major war for many years.

c. The volunteer system alone is unfair and undemocratic, for only a fraction of our manhood bears the burden of National defense—a burden which is the responsibility of every citizen in a free government.

d. A volunteer system alone would provide only a small standing army, not the large reserve force needed in addition.

e. Army and Navy experts agree that a volunteer army alone would fail entirely to meet needs. Compulsory military training of young men in addition is needed.

Negative	*Affirmative*	*Negative*
c. Many peace plans have delayed wars. Almost no previous plan has promised as much as the present one, in which all dominant nations participate. Conscription has never prevented and has often hastened wars. d. The danger of aggression by any of the present great powers is too remote to justify America's undertaking a huge postwar military program.	2. The second alternative, a large professional army, would be unduly expensive, and unwelcome to America. 3. The abolition of the draft would introduce a do-nothing, wasteful, and dangerous policy with respect to national defense. War-weariness and overconfidence following victory should not be permitted to dictate our policies on such an important matter. a. Suspension of the draft would result in the dispersal and permanent loss of most of the trained military instructors now available, and of billions of dollars worth of training facilities. The country could not again provide these except by hard and expensive efforts. b. The program proposed by the opponents of compulsory training has failed both to preserve peace and to protect our country in the past, and there is no evidence that it will be more successful in the near future.	2. The negative agrees that a large professional army is unsuitable for, and unacceptable to America. 3. The abolition of the draft would constitute a forward-looking move for our country and the world. It could easily be reestablished if and when needed. Lingering wartime fears, excitement, and militarism should not determine our policies. a. If peace plans succeed as expected, the immediate reconversion of military personnel and facilities to civilian life and uses is highly desirable. Present military facilities and practices are rapidly becoming obsolete and their use indefinitely will not advance military discoveries and progress. b. Peace is possible and is so important to humanity that past failures to attain it should not be permitted to result in defeatism and lack of further effort. No former plan has had the widespread support of the present one.
ecuring Adequate Protection?		
The later use of our present forces as reserves, plus a volunteer army, will provide all the military force needed, and will be by far the most economical, most democratic, and most acceptable plan. 1. America's volunteer forces have always been found adequate during times of peace, and no war of consequence is probable for a long time. Conscription can be reestablished at any time, in the remote event that it again becomes necessary. a. With proper inducements for volunteers, the difficulty of raising the moderate-sized postwar volunteer forces needed would be far less than that of raising large conscript forces. Recent legislation provides several inducements which can be increased if necessary. Additional effort will raise sufficient volunteers. b. Democratic America does not desire or need to follow the militaristic practices of foreign nations, which are constantly involved in war. c. Volunteer armies have long been favored by democratic America. The fewer the men needed for war, the better. Many civilians also render services which are essential in national defense. d. Volunteers from present forces, the National Guard, and an expanded ROTC, will constitute a sufficient reserve. e. Congress, and not Army generals, should, and will, determine the amount and nature of armed protection needed by this country. The voluntary system alone will suffice.		

III. What Do Our Leaders and Authorities Recommend? What Do the American People Desire?

A majority of the American people want Selective Service continued, many of our leaders advocate it, and military experts almost unanimously recommend it.

1. The latest national polls indicate that the great majority of the American public favors universal military training.

2. Army and Navy leaders, including the Secretaries of War and the Navy, and military experts, including Marshall, Eisenhower, Nimitz, King, and others, almost unanimously recommend universal military training. Many civilian leaders in the State Department, veterans' organizations, and elsewhere, recommend it. Religious, educational, labor, and pacifistic opposition is usually continuous except in war. No opposed leader speaks for all of his group; few are experts on national defense; and all belong to limited groups.

Leaders of most of the large church, educational, labor, and related organizations oppose conscription. That militaristic groups favor conscription is a poor argument for it.

1. National polls are not always trustworthy and are never exact. Wartime excitement explains many popular votes for conscription.

2. Many national civilian leaders oppose conscription. Army and Navy specialists see only their side of the picture and may be expected to overstate the needs of the military organizations they represent. It is the responsibility of civilian legislators and not military officers to determine the nature and extent of America's military protection. The organizations opposed to conscription are among the most important and respected ones in America, and have contributed more to the advancement of civilization than almost any other groups.

IV. What Are the Arguments Against Compulsory Military Training? What are the Answers?

Affirmative

The opposed arguments are chiefly the traditional, idealistic arguments against military preparedness in general.

1. Uncertainties concerning future hazards constitute strong arguments for, not against the retention of adequate insurance. In sound planning for national security, as in all sound planning for the future, adequate provisions must be made upon the basis of experience and probable future needs, and liberal provisions must be made in addition to meet unexpected contingencies.

2. The lessons of experience should not cease with the war. A conviction of right and a love of country implemented to win wars is not dangerous to the United States.

3. Although the nations of the world are drawing closer together, increasing clashes in interests have bred more, not fewer, wars. Our need for military security has increased accordingly.

4. The expense of adequate national defense is negligible compared with world war losses in lives, money, and national security due to unpreparedness.

5. The governments of free countries universally exercise their right to ask their citizens to give life itself, if necessary, for national defense. Young men rarely refuse military service.

6. Military training, as now planned, will not hereafter delay schooling appreciably. It provides more educational and health advantages to young men, and more benefit to the country than typical first-year civilian jobs.

7. The Federal Government has long subsidized education to promote the national interest, and breaks no States' rights traditions in training for the national defense. Civilian schools cannot train an army or navy.

8. Civil authorities control the Army and Navy. Military training has never yet made America unduly militaristic. Neither has it developed dangerous military castes, nor regimented minds for long. Instead, it has helped by preserving our country, to preserve our spiritual and material welfare.

Negative

Strong positive arguments indicate that conscription is unjustified, unnecessary, and seriously objectionable.

1. It is impossible to predict with any accuracy the time, extent, and relative danger of future wars, the future international situation, the success of peace plans, or even that there will be any war for many decades. It is therefore clearly unjustified to continue a maximum development of the country's military strength. Overinsurance is foolish. Fear of the unknown is usually exaggerated.

2. The continuance of conscription will tend to develop a spirit of militaristic imperialism dangerous to our country. Continuance of the draft is unnecessary to retain war's lessons.

3. The nations of the world have grown closer together and can no longer operate in isolation, hence it is to be expected that they will live increasingly under international agreements and not in a state of armed truce or of war.

4. Compulsory military training is enormously expensive and will continue a huge and wholly unnecessary burden upon our already debt-ridden country.

5. Compulsory military training in peacetime infringes upon the rights and liberties of freeborn American citizens. The peacetime draft is un-American and our young men will resent and may resist it.

6. The draft wastes part of the life of most young men. It delays their college education and careers, deprives them of parental guidance, and teaches some of them habits and attitudes detrimental to free men.

7. The Federal Government will interfere with State and local education in training for the national defense. It might better subsidize education of public-school youth, and education for the improvement of international understanding.

8. Military authorities control the plan, which, therefore, promotes military-mindedness and builds up a military caste. Conscription regiments thinking and develops a love for war that is un-Christian, and contrary to the moral and spiritual welfare of our country and of the world.

Canning Surplus Food

Through the Agricultural and Home Economics Education Services of the U. S. Office of Education, the United Nations Relief and Rehabilitation Administration appealed last July for cooperation of local groups in providing canned food to assist in feeding hungry people in the war-devastated countries of Europe. More than 3,000 school-community canneries are under the supervision of the teachers of vocational agriculture and home economics. Many of these canning centers joined in the program to provide more food for war-torn countries by canning the surplus fruit and vegetables in their communities.

The following paragraph from the *California Newsletter, No. 7* is indicative of community canning results: "Very encouraging reports of relief canning have started to arrive in this office. One center canned a thousand cans of tomatoes in one day by the following means.

"The agricultural teacher (cannery supervisor) asked his canning instructor and operator to donate a day's work. A local grower supplied the tomatoes free of charge. Women who had used the cannery extensively were asked to donate a day's work. Twenty ladies freely gave the assistance requested. Cans were purchased by a local war committee fund, the school board supplied utilities, and the local paper gave excellent publicity.

"The result—approximately 1,000 cans of tomatoes for European relief this winter. There are no centers that could not do as much with a little effort."

Federal Register

The *Federal Register*, published daily by the National Archives, gives the full text of Presidential proclamations and Executive orders and any order, regulation, notice, or similar document promulgated by Federal administrative agencies which has general applicability and legal effect.

The publication may be secured from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Subscription price is $1.50 a month or $15 a year.

Library Service

School Library Planning Conference

A conference on school library planning for the southern region was held recently at Atlanta, Ga., sponsored by the library committee of the Southern Association of Colleges and Secondary Schools. Participating in the conference was Nora E. Beust, specialist in libraries for children and young people, U. S. Office of Education.

Among the recommendations of the conference of interest to school administrators, teachers, and librarians were the following:

(a) "That a follow-up conference be held in the spring of 1946, on the campus of a centrally located accredited library school in the South, for the purpose of refining the school library program and correlating it with the library training program for college and public librarians. . . .

(b) "That the scope of the Library Committee of the Southern Association be enlarged to serve for the Commission on Higher Institutions as well as the Commission on Secondary Schools.

(c) "That the Southern Association be requested to approve the revised standards for high-school libraries and school library training agencies to become effective as early as possible. . . .

(d) "That it is recommended that a library degree received at the end of a fifth year of college training (based on a bachelor's degree) be recognized as equivalent to a master's degree in salary schedules.

(e) "That a work conference of one or two weeks duration on in-service education for librarians and others concerned with materials and their use be held as soon as possible. . . .

(f) "That provision be made for including in the preservice program for administrators and teachers orientation in the understanding of school library service as an integral part of a good school program and preparation in the evaluation, selection, and utilization of library materials for pupil use. . . ."

It was suggested by the conference that opportunity for the orientation of administrators and teachers be provided through "an integrated program in which units are included in already established education courses." Plans for such programs, it was asserted by the conference, should be worked out cooperatively by teaching and library representatives familiar with the needs of school libraries.

☆

What Do We Know About Library Support?

That people commonly know little about the financing of public libraries is apparent from *News of Public Opinion Surveys*, recently released by the University of Denver. This lack of civic knowledge was revealed in a survey made by the National Opinion Research Center for the American Library Association and 17 cooperating city libraries throughout the United States.

From the interviews of its trained staff with a cross-section of the civilian adult population in the cooperating cities, the survey concluded that nearly half the people of this country are unaware that they are supporting public libraries through taxes, and a majority do not know if their taxes provide adequate library support. In all walks of life, the survey found a notable lack of information about the financing of public libraries. As might be expected, users of public libraries, including a larger proportion of the more prosperous and better educated populace, appear more familiar with the support of these libraries than are those who neither patronize the local public library nor read books at all. According to the survey, even a majority of public library users, however, are ignorant or doubtful of the sources of public library revenue in their city.

In an attempt to secure a reliable sample of opinion on public library financing in each of the cooperating cities, the National Opinion Research Center interviewed a typical miniature of the civilian population, including a proper representation of men and women—old and young, various minority groups, and different economic levels.

For Library Building Planners

Widespread current interest in modern library buildings has emphasized the need for a convenient reference manual on library design for the use of librarians, trustees, and architects.

As an avowed supplement to existing publications, the American Library Association has published recently *Pointers for Public Library Building Planners*, written by Russell J. Schunk. This manual attempts to present briefly fundamental principles and reference data on library buildings and equipment, gleaned from the author's experience and conferences with public librarians, trustees, architects, and city planners concerned with both small and large libraries. Specific suggestions are included on such topics as the respective functions of librarians, trustees, and architects in building plans, methods of securing public support, structural details, and essential equipment. Further recommendations cover basic library building costs, seating and shelf capacity, lighting, heating, and ventilation.

Pointers for Public Library Building Planners may be obtained, at a list price of $1.25, from the American Library Association, 520 North Michigan Avenue, Chicago 11, Ill.

☆

Library Plan for Kentucky

"The development of adequate library facilities is a State responsibility," declares the Kentucky Library Extension Division, describing a "Proposed Regional Library Plan for Kentucky" in its recently published *Annual Report, 1943–44*.

Declaring that few county or municipal governments in Kentucky have sufficient funds to maintain "an efficient public library system," the Library Extension Division has proposed a Statewide system of 20 regional libraries. With support through State aid, it is expected that the plan will result in increased local library appropriations, employment of trained and expert library personnel, and a broader distribution of reading materials to the people of Kentucky. Under the regional library plan, it is hoped that rural residents throughout the State will receive library service comparable to that in urban areas.

Public-School Attendance Changes, 1940-44

by Francis G. Cornell, Chief, Research and Statistical Service

PRELIMINARY public-school enrollment statistics from States for the year 1943–44 indicate a reduction of about 10 percent during 4 years of war. In 1939–40, enrollments for the continental United States were 25,400,000, and average daily attendance, 22,000,000. In 1943–44, enrollment and average daily attendance were, respectively, 22,700,000 and 19,600,000.

Enrollment and Migration of Civilian Population

The effects of withdrawals of young people into the armed services and opportunities for employment, together with the prewar decrease in birth rates, have received attention for some time. In April 1944, approximately 3,000,000 young people of school age who normally would have been in school or college were in the armed services or in the civilian labor force.[1]

Not so well known is the apparent scope of geographical shifts in school population due to an unprecedentedly high rate of migration of the civilian population. A recent estimate of the U. S. Bureau of the Census places the average annual intercounty migration for the period 1941 to 1945 at 4,700,000.[2] This is roughly two-thirds more than the equivalent figure of 2,800,000 for the prewar period 1935 to 1940. That this wartime population movement should have had an impact upon the school population is indicated by the fact that almost 3,500,000 of the 15,300,000 migrants were under 14 years of age. Relatively large numbers of migrants were adult workers shifting to war production areas. Of the population 14 years

[1] U. S. Department of Labor, Children's Bureau *Young Workers in the Wartime Labor Market.* Reprint from *The Child,* November 1944.

[2] U. S. Department of Commerce, Bureau of the Census. *Population—Special Reports,* Series P–S, No. 5, September 2, 1945.

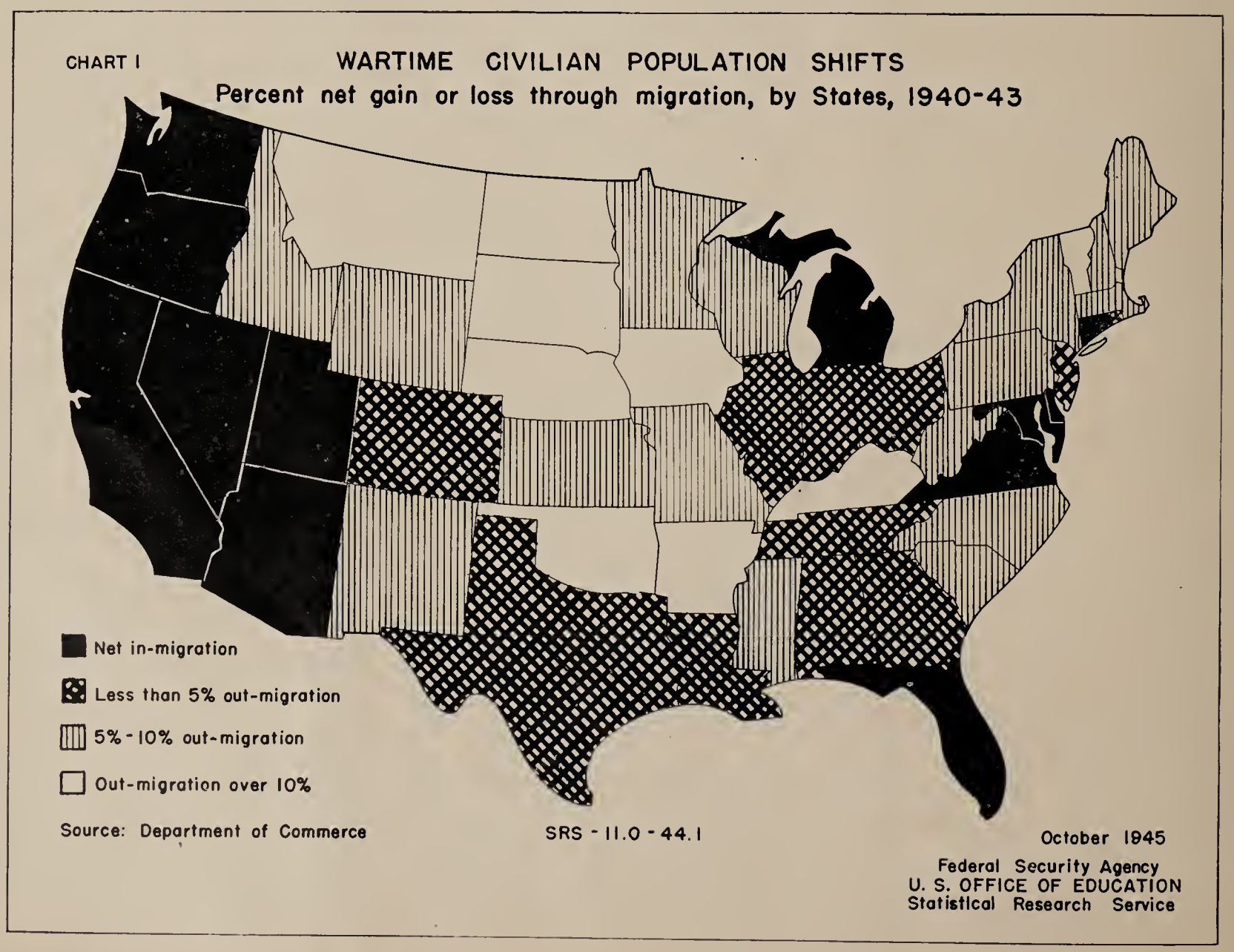
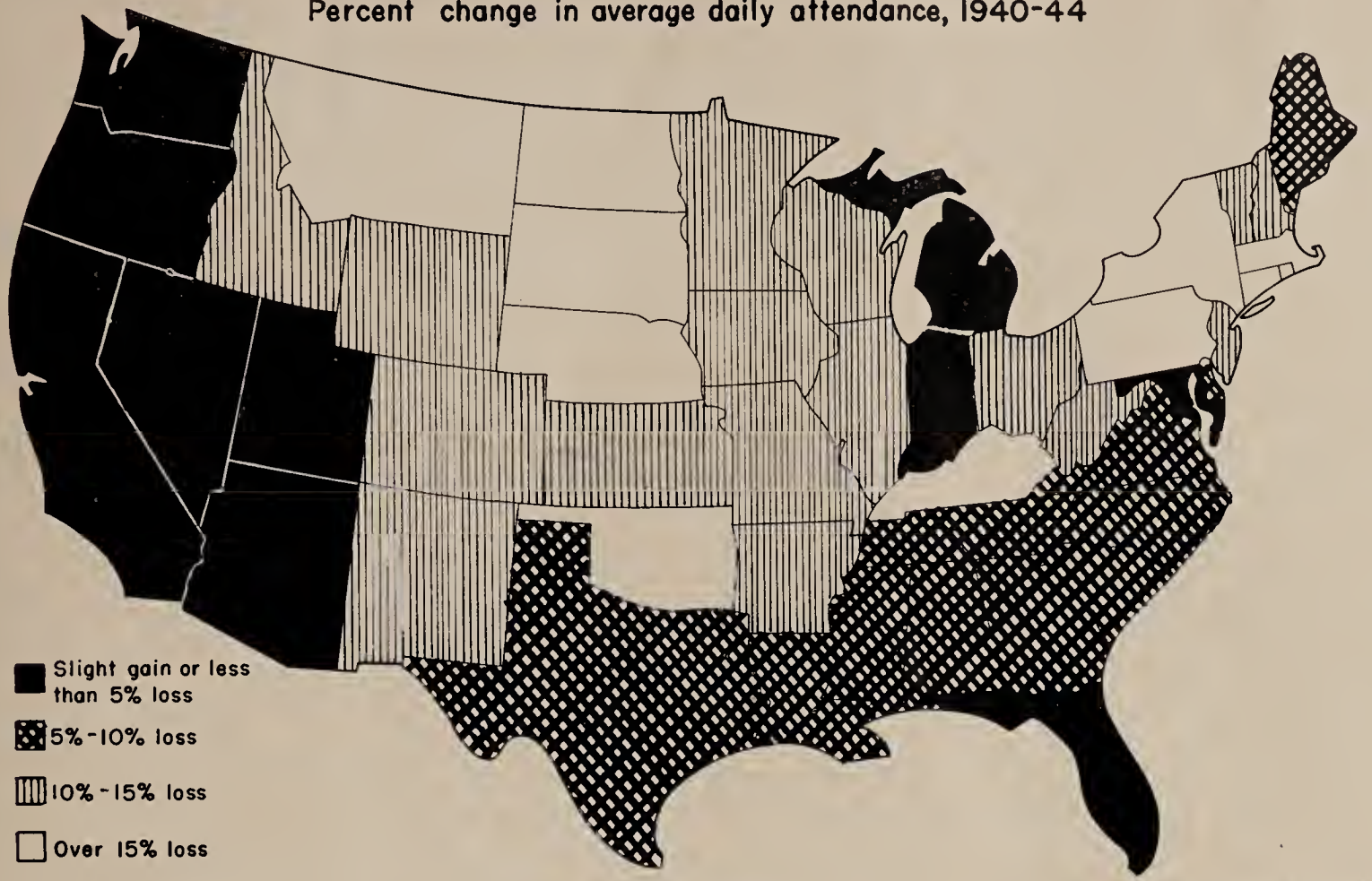


CHART 2

WARTIME SCHOOL ATTENDANCE SHIFTS

Percent change in average daily attendance, 1940-44



Based on preliminary data

SRS-11.0-44.2

October 1945

Federal Security Agency
U. S. OFFICE OF EDUCATION
Statistical Research Service

and over, 12.7 percent were migrants during the war period. Nevertheless, 10.8 percent of persons under 14 years of age were also migrants.

The extent of the effect of migration upon interstate school attendance shifts is evident from the high correlation between wartime changes in average daily attendance and wartime changes in civilian population. These data for the 39 States for which statistics are available are shown in the accompanying table. Though the population figures cover a 3-year period only, and are therefore not strictly comparable to the 4-year span of the attendance statistics, the relationship is striking.[3]

Due to war conditions the drop in attendance exceeded the drop in civilian population. It may be noted, however, that most of the States which increased in civilian population lost very little, or actually increased also, in average daily attendance; for instance, California, Florida, Maryland, Nevada, Oregon, Utah, and Washington. On the other hand, States losing heavily in civilian population, e. g., the out-migration States of Arkansas, Kentucky, Nebraska, North Dakota, South Dakota, and Oklahoma, also lost heavily in average daily attendance.

This is shown graphically in the two map diagrams, charts 1 and 2. Noticeable is the cluster of States on the West Coast which have faired best in civilian population (chart 1) and in school attendance (chart 2). Another band of States with less than average civilian population loss are several of the coastal States, beginning with Texas in the South Central region and ending with Maryland and Delaware in the South Atlantic region. These are also States suffering relatively small drops in school attendance (chart 2). Another cluster of States in the industrial East North Central region gained in school attendance and population. States with greatest net losses in population were those in which school attendance decreased most. For the most part they were States in the central part of the United States, with the exception of out-migration New England and Middle Atlantic areas.

The foregoing does not reflect the vast redistribution which has taken place within States, but it is sufficient to demonstrate the effect upon the country-wide provision of educational opportunity of large-scale movements of the American people. It is evident that careful attention must be given to post-war population redistribution in local, State, and interstate planning of educational programs.

(*See table on next page*)

[3] Correlation coefficient of .80.

Wartime changes in school attendance and civilian population by States

[All figures in thousands except percents]

State	Average daily attendance			Estimated civilian population [2]		
	1940	1944	Percent 1944 of 1940	1940	1943	Percent 1943 of 1940
1	2	3	4	5	6	7
All States reporting [1]	18,385	16,387	89.1	108,901	105,572	96.9
Alabama	567	527	92.9	2,822	2,716	96.2
Arkansas	373	320	85.8	1,948	1,734	89.0
California	1,057	1,047	99.1	6,858	7,877	114.9
Connecticut	256	217	84.8	1,707	1,746	102.3
Delaware	39	36	92.3	266	273	102.6
Florida	327	313	95.7	1,891	2,011	106.3
Georgia	584	547	93.7	3,100	2,975	96.0
Indiana	590	569	96.4	3,427	3,379	98.6
Kentucky	493	414	84.0	2,841	2,547	89.7
Louisiana	398	361	90.7	2,359	2,314	98.1
Maine	149	140	94.0	845	782	92.5
Maryland	257	246	95.7	1,813	1,982	109.3
Massachusetts	630	518	82.2	4,314	4,092	94.9
Michigan	862	831	96.4	5,253	5,374	102.3
Minnesota	454	392	86.3	2,792	2,524	90.4
Mississippi	474	445	93.9	2,183	1,995	91.4
Missouri	599	531	88.6	3,784	3,522	93.1
Nebraska	243	200	82.3	1,314	1,175	89.4
Nevada	18	19	105.6	110	131	119.1
New Hampshire	67	58	86.6	491	453	92.3
New Jersey	635	540	85.0	4,157	4,077	98.1
New York	1,920	1,587	82.7	13,463	12,440	92.4
North Carolina	790	728	92.2	3,566	3,344	93.8
North Dakota	125	100	80.0	642	536	83.5
Ohio	1,122	1,001	89.2	6,905	6,822	98.8
Oklahoma	485	386	79.6	2,333	1,988	85.2
Oregon	166	167	100.6	1,088	1,172	107.7
Pennsylvania	1,668	1,372	82.3	9,896	9,266	93.6
Rhode Island	100	81	81.0	708	694	98.0
South Carolina	385	364	94.5	1,886	1,788	94.8
South Dakota	120	98	81.7	643	544	84.6
Tennessee	537	492	91.6	2,916	2,816	96.6
Utah	124	122	98.4	550	584	106.2
Vermont	56	48	85.7	359	316	88.0
Virginia	494	458	92.7	2,650	2,768	104.5
Washington	275	279	101.5	1,732	1,904	109.9
West Virginia	412	360	87.4	1,902	1,731	91.0
Wisconsin	487	433	88.9	3,137	2,944	93.8
Wyoming	47	40	85.1	250	236	94.4

[1] Reports were not received from the following States: Arizona, Colorado, Idaho, Illinois, Iowa, Kansas, Montana, New Mexico, Texas.

[2] U. S. Department of Commerce, Bureau of the Census. *Population—Special Reports.* Series P–44, No. 17, August 28, 1944.

Public Documents Course

Ways in which librarians can make best use of publications issued by National and State governments are taught in a short correspondence course recently announced by the extension division of the University of Wisconsin. Entitled "Government Publications and Pamphlet Collections," this course is designed to help librarians obtain, evaluate, and use public documents effectively in their service to readers.

According to the university's *Press Bulletin*, the present widespread activities of our Government are reported to account for increased demands upon libraries for publications of Federal, State, and local governments.

Nutrition Education in the Schools

by W. H. Gaumnitz, Specialist in Rural Education

The need of nutrition education in the schools has long been emphasized by the U. S. Office of Education, as an examination of its various publications in health education, physical training, home economics education, and agricultural education will reveal. More recently the Office has collaborated extensively with other agencies and organizations to give greater emphasis to this field of service. A nutrition education committee, consisting of representatives of home economics, elementary, rural, Negro, and agricultural education, and of distributive trades was appointed some time ago. The group meets from time to time to consider problems and possibilities in the field of nutrition education. There are no special funds to carry on the various projects and activities it undertakes. Despite this situation, the committee has accomplished considerable in the three following areas:

1. It has planned and conducted regional conferences of State school authorities in which these officers have been guided in developing ways whereby representatives of elementary, secondary, home economics, and agricultural education of the States could cooperatively provide nutrition education within the States represented by the conferees.

2. It has stimulated, collaborated, or helped in the preparation of the following publications of the Office of Education relating to nutrition education:

Making School Lunches Educational, Nutrition Education Series Pamphlet No. 2, 1944.

A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minnesota, Nutrition Education Series Pamphlet No. 5, 1944.

A Nutrition Workshop Comes to the Campus, U. S. Office of Education, War Food Administration, and Indiana State Teachers College, 1944.

Food Time—A Good Time at School, School Children and the War Series Leaflet No. 4, 1943.

Nutrition Education in the Elementary School, Nutrition Education Series Pamphlet No. 1, 1943.

Food for Thought (The School's Responsibility in Nutrition Education), Education and National Defense Series Pamphlet No. 22, 1941.

Nutrition Education in the School Program, reprint from SCHOOL LIFE, Vol. 26, 1941.

3. During the past year, the committee has given emphasis to the problem of training leaders for teacher-training institutions and supervisory positions, who, in turn could help both teachers in training and those already employed in the schools to develop ways and means of combining nutrition education with their work. With funds provided through the U. S. Department of Agriculture, a demonstration workshop was held at Terre Haute, Ind., to which leaders from the various States were invited to learn of the latest methods and devices available in this field. These efforts are now resulting in a number of similar nutrition education workshops within the several States for local teachers and supervisors, directed by leaders who attended the workshops at Terre Haute last summer.

Nutrition Education—What is it?

What do we mean when we speak of nutrition education in the schools? As we think about this question many of us become aware (1) that it is something we did not get when we went to school, (2) that we did not teach it when we ourselves later taught, and (3) that even today we search in vain for nutrition education as a subject of the school curriculum. Educational leaders have awakened to the need of making teachers aware of the wide occurrence and dire consequences of malnutrition, and they are now devising ways and means of teaching essential food facts to children and of developing satisfactory eating habits in the schools.

Conceived in its broadest sense, nutrition education in the schools is concerned with the whole business of food getting, production, storage, conservation, selection, preparation, serving, and consuming, and even with digestion and assimilation. It entails the prob-

lems of obtaining sufficient funds to buy food, using available funds in such a manner as to obtain the best nutritional results, planning meals economically, serving them under clean and pleasant circumstances, forming regular eating habits, and securing proper rest and sleep. Nutrition education is an integral part of health education; instruction in hygiene and sanitation; home economics and consumer education; social studies dealing with national, community, and family mores; and eating practices in the pre-school, in-school, and post-school periods of the child's life.

Planned Part of School Experience

Nutrition facts and the need for instruction in this field are not new. Nutrition education, like many other subjects coming into the focus of public attention from time to time, has long been a concern of the schools, but the present emphasis given to it and the progress made by it are new. The task of providing nutrition education in the schools cannot be left to chance; neither can it be solved in the usual manner of adding another subject to the curriculum.

Nutrition education must be made a planned part of almost every school experience of the child. An abundance of examples are now available in the growing literature in this field to show that there are opportunities for teaching nutrition in history, science, reading, arithmetic, geography, art, and home economics classes. Like the teaching of health and hygiene, nutrition education must be a responsibility of every teacher of every subject. It must become one of the major purposes of such school activities as school lunches, school gardening, school canning centers, home projects in agriculture and homemaking, health surveys, and physical education programs. Nutrition education, in short, must become a definite part of both the curricular and the extracurricular activities of the school.

Risks in "Everybody's Business"

To avoid the risk that a subject which is everybody's business may become nobody's responsibility it is necessary that school administrators, supervisors, teachers, and parents shall carefully plan the nutrition education program of the schools. If definite planning and programing is to take place, the schools must employ not only nutrition leaders and supervisors but teachers who know the essential facts of dietetics. What is more important, they must see to it that teachers receive training in nutrition education techniques and procedures.

It follows, therefore, that much more emphasis than formerly should be given by teacher-training institutions to the preparation of leaders and teachers in this field. If the schools are to make their maximum contribution to this important aspect of education, more trained leaders in nutrition education must be employed by the various school systems to provide in-service training and guidance for teachers in this field.

It Can Be Done! Say Home Economists

Experience stories of successful school lunch programs, begun on a small scale when odds seemed against even the possibility of making a start show that "where there's a will there's a way."

Take, for example, the small rural school, with one or two classrooms, and perhaps a wrap closet and a hallway, but no spot in sight for a real kitchen, no obviously suitable place for a stove or hot plate, no equipment of any kind, large or small, and no funds for school feeding.

Under such conditions as these, school lunch programs have been set up. Why? Because the need existed, in the form of children who came long distances, had breakfast early, and needed some hot food in the middle of winter days, even if it was only hot cocoa, soup, or some other hot dish to eat with their packed lunch carried from home. How? The hard way, by the efforts of an interested group or one or two individuals who were determined to get together some equipment and the few funds necessary to make a start.

It can be done, because it has been done, sometimes by the rural school teacher and the county home demonstration agent; sometimes by a few parents (in or out of the PTA group); other times by the county nutrition committee, and still other times with the assistance of 4–H club members working under the direction of their county leader.

Seeing the need and having the will to do the job is a first requisite. Deciding on some spot in the one- or two-room school where food can be prepared and planning how that spot can be made suitable is the next step. Listing the minimum equipment needed for the preparation of the lunch—whether it is to be one dish or a complete noon meal—comes next.

At this point, equipment may be donated, or funds may be raised for its purchase by church suppers, bazars, food sales, school plays, or any one of many other means. Some of the money may be put in a "revolving food fund" so that food can be bought to supplement what the parents decide to donate, or to supplement what the school purchases with Government funds if it is eligible to take advantage of the school lunch reimbursement program of the U. S. Department of Agriculture. There are many ways for an interested local group to prove that "it can be done."

The number of lists of "minimum" equipment for school feeding programs about equals the number of groups that have worked on this problem. The list which follows is representative of those found in many school lunch publications, and will be adequate to prepare one or two hot dishes for as many as 20 pupils.

Stove, 1 (2- or 3-burner oil or 2 electric or gas plates) with oven, if possible.
Table or other working space, 1.
Cupboard, cabinet or other storage space, preferably with tight fitting door (for equipment and supplies).
Kettles, 2 (8 or 10 quart size).
Measuring cups, 2 (aluminum or glass).
Long handled spoon, 1 or 2.
Paring knives, 2.
Butcher knife, 1.
Long handled fork, 1.
Case knives, 2.
Ladle, 1.
Vegetable brush, 1 or 2.
Dishpans, 2.
Dish towels, 6 or 8.
Dishcloths, 3 or 4.
Strainer or colander, 1.
Baking pans, 2 (medium size).
Tablespoons, 2.
Teaspoons, 2.

(*Turn to page 30*)

INTERNATIONAL EDUCATIONAL RELATIONS

The U. S. Office of Education As A Source of Materials on International Understanding

by Alina M. Lindegren, Specialist in European Educational Relations

Interest in the life, culture, and education of other countries by the U. S. Office of Education is not new. It is as old as the Office itself.

In his first annual report the first U. S. Commissioner of Education, Henry Barnard, states in the introduction to a section on *Female Education at Home and Abroad*, "In addition to elaborate articles, new and old, we propose to bring together, in successive numbers, the best suggestions we have taken note of in our reading by different authors, in different ages and countries, as to the instruction and practical training of girls." Extending this to education in general it seems to fit in well with our underlying aim of today of promoting international understanding. The report also includes sections on: Opinions of European educators and statesmen, practice of European Republics, school system of the Canton Zurich, system of secondary schools in Prussia.

Commissioner John Eaton in his report of 1870 discussed "Our International Educational Relations," and included in his report of 1872 an "Annual Statement of the Progress of Education in Foreign Countries," with particular reference to Argentina; England; Bengal, India; Austria; Australia; and Ecuador.

Interest in education abroad was particularly strong during the period of Commissioner Harris. It was then that Anna Tolman Smith came to the Office and laid the foundations for the Division of Foreign School Systems known more recently as the Division of Comparative Education.

To assist students from the other American Republics who wished to enter our colleges and universities after the Buenos Aires Convention of 1936, a specialist was added to the Division of Higher Education through funds furnished on a cooperative program by the Department of State. The volume of students arriving in the United States and the needs of the service soon outgrew the provision for a single specialist, and in 1941 funds were provided on a cooperative program by the State Department which enabled the Office to set up the Division of Inter-American Educational Relations. With the establishment of this division, the increased interest throughout the country in life and culture in our neighbor republics and the large number of requests coming to the Office for information led gradually to the establishment within the Division of Inter-American Educational Relations of a service on instructional materials on the American Republics. The service has now come to be a two-way service furnishing on the one hand instructional materials about the other American Republics to teachers in the United States; and on the other, instructional materials about the life, culture, and education in our country for teachers in Central and South America.

As the war developed into global proportions and interest in international affairs expanded to all areas of the world, the demands on the Office for service increased. To meet them, the Divisions of Comparative Education and Inter-American Educational Relations were merged to form the Division of International Educational Relations which comprises the three sections of:

American Republics Educational Relations, Near and Far East Educational Relations, and European Educational Relations, including the British Empire.

The objectives of the division are twofold:

1. To interpret to people of other countries through educational agencies abroad the life, culture, and educational systems of the United States; and

2. To help the people of the United States to understand and appreciate the life, culture, and educational systems of other countries and their contribution to our national life, culture, and education by developing a system of services to our schools, colleges, and universities that will assist these institutions in their educational work for international understanding and good will. These services include:

a. Diffusion of information about educational systems, and educational methods, practices, and developments in other countries;

b. Evaluation in terms of education in the United States of credentials for studies completed in other countries;

c. Facilitating the exchange of students, teachers, professors, and educational specialists between the United States and other countries;

d. Preparation and exchange of reliable and instructional materials about the United States and other countries.

Interest in education and culture abroad in the Office is not confined to the Division of International Educational Relations. Each of the other divisions of the Office, particularly the four Divisions of Elementary, Secondary, Higher, and Vocational Education, is interested in education and culture abroad with particular reference to its own area of interest. This interest in special fields of education and the requests for information about the life, culture, and education in other countries that come to the division serve as a guide in the type of information it endeavors to obtain and make available to the educational world at large.

U. S. Office of Education Library

In connection with the Office as a source of materials for international understanding, the importance of the U. S. Office of Education Library should not be underestimated. It has been the main educational library in the country since its establishment in 1870 through the acquisition of the Henry Barnard Library, supplemented later by other extensive and valuable gifts.

It has been the policy of the Office since its founding in 1867, to acquire from other countries for the use of staff specialists and other research workers

official and nonofficial publications on education including government documents and official reports. These materials have been obtained (1) through exchange with Ministries of Education in other countries and with other educational and cultural organizations and agencies abroad, (2) through the Department of State, (3) through direct contact with educators in other countries, (4) through Office of Education specialists sent abroad to gather data first hand about education in other countries, (5) and through purchase. The materials thus acquired form a part of the permanent collection of our library. They include:

Educational laws and regulations of the various countries,
Annual reports of the Ministries of Education,
Special reports issued officially in the field of education,
School prospectuses, programs of study, and reports,
University catalogs, study plans, and examination regulations,
Publications issued by the various university faculties and departments,
Annual reports of the chief executives to the legislative bodies of their countries,
Statistical yearbooks.

The materials are in the language of the county concerned and give the research worker opportunity to obtain a picture of the educational system and of the prevailing culture of the country from original source materials.

In addititon to these official materials, the library also maintains a collection of professional periodicals and the proceedings and publications of educational and cultural organizations both national and international. An example is Publication No. 67, of the Bureau of International Education at Geneva, on the *Teaching of Geography in Secondary Schools* (*L'Enseignement de la Géographie dans les Écoles Secondaires*), published in 1939 and compiled from data furnished by 44 different countries.

Foreign periodicals, official reports, monographs, and other documentary material are housed in a separate section of the library and comprise a collection of about 45,000 volumes. Through interlibrary loan, duplicates of some of these materials are available for a limited time to research workers throughout the country. Actual consultation of the vast collection of source material in the library is necessary for a real appreciation of its significance and value.

In order that the individual thinking abroad on educational problems and methods may be available promptly and systematically to the Office of Education staff, the library obtains to the extent possible books, monographs, and treatises written by foreign authors on the various fields of education.

One of the functions of the Office, which has developed because of the school laws and regulations, study plans, examination regulations, university and college catalogs and similar materials from abroad in the collection, is the evaluation in terms of education in the United States of credentials for studies completed in other countries. Reference is made here to this function because it gives some idea of the scope of the collection with reference to the number of countries and languages represented. During the 5-year period ended June 30 of this year, the Office evaluated an average of 908 cases a year. The credentials came from an average of 71 different countries and involved translation into English from an average of 32 different languages.

Bulletins on Education in Other Countries

Following World War I there was, as now, much public interest in education in other countries. This led to the publication in 1919 of 15 different Office of Education bulletins dealing with education abroad. Representative examples of the publications are:

Education in Great Britain and Ireland,
Educational Conditions in Spain,
Schools of Scandinavia, Finland and Holland,
Educational Changes in Russia,
Some Phases of Educational Progress in Latin American Countries.

The American Association of Collegiate Registrars requested from the Office information that would help registrars and admission officers in the proper academic placement of students from other countries who wished to continue their studies in the United States. To meet this request, the Office began in 1932, preparation of a series of publications on education in other countries intended mainly for use in connection with credential evaluation, but which would be of value also to anyone interested in the education of the country concerned.

The first of these publications was a pamphlet on *Institutions of Higher Education in Sweden.* This was followed by a series of bulletins such as *Institutions of Higher Education in Norway*, *Education in Czechoslovakia*, *Poland's Institutions of Higher Education*, and *Education in Germany.* A more specialized study was made later which resulted in publication in 1940 of *Education and Service Conditions of Teachers in Scandinavia, the Netherlands and Finland.* Since many of the foreign students, prior to the outbreak of World War II, came from European countries these bulletins were devoted to countries of that world area.

With the outbreak of the war and the development of our good neighbor policy with the other American Republics, the number of students from these countries who wished to enter our universities and colleges increased. A demand soon arose for information about education in the other American Republics. To meet this demand, and at the same time to promote better understanding of education in the other American Republics as well as to provide a basis for closer cooperation in the field of inter-American education, the U. S. Office of Education undertook in the fall of 1943, the preparation of basic studies on education in a number of Central and South American countries.

The project is under the sponsorship of the Interdepartmental Committee on Cultural and Scientific Cooperation. The work involves travel in the various Central and South American countries by Office of Education specialists to gather data first hand on their educational systems, and the preparation of reports from these data for publication.

Up to the present time, field work by four specialists has been completed in Peru, Chile, Ecuador, Costa Rica, Colombia, the Dominican Republic, Uruguay, and Paraguay. The first publication of the series, *Education in Chile*, recently came off the press. Reports on education in each of the other countries are in various stages of preparation.

A timely bulletin, *Education under Enemy Occupation*, was published in the early part of this year. It is a collection of papers concerned with the effects of the war and enemy occupation on education in nine countries: Belgium, China, Czechoslovakia, France, Greece, Luxembourg, Netherlands, Norway, and Poland. It was prepared at the request of the U. S. Commissioner of Education by the Ministers of Education or their representatives of the respective countries.

Mention should be made also of Office Bulletin 1932, No. 11, *The House of the People*. It is an account of Mexico's new schools of action and gives impressions gained by the author during a period of observation and study among Mexican schools, chiefly rural schools. It has been translated into Spanish, Chinese, and one of the usual dialects of British India.

Dated Publications

School Life.—In October of this year the Office resumed publication of SCHOOL LIFE, its regular monthly journal for the last quarter century. In the field of international educational relations, the October issue contains an article entitled "A World Organization for Peace," and another, "Draft Proposals for an Educational and Cultural Organization," both of which should be of particular interest to teachers of social studies concerned with broadening their points of view and keeping in touch with world events of political significance.

Education for Victory.—During the war, in place of SCHOOL LIFE the Office published *Education for Victory*, an emergency biweekly. Through the section on "News from Abroad," a current picture was given of significant developments in the field of international education. Among articles included in this section were reports on the progress of the British education bill, a detailed account of education in Iceland, literacy and illiteracy in the various countries of the world, the International Bureau of Education and postwar reconstruction, and reviews of recent publications on education in other countries. Another section on Inter-American Educational Relations included articles on visiting teachers under the Buenos Aires Convention, Pan-American Club news, announcements of recent publications, and other items of interest in the field.

Higher Education.—Last year for service particularly to colleges and universities, the Office began publication of a semimonthly periodical, *Higher Education*. Recent articles of international education interest include Proposals for an Educational and Cultural Organization of the United Nations; Conference on the Proposed International Educational and Cultural Organization; Shrivanham American University; Proposal to Extend International Interchange of Persons, Information, and Skills; Buenos Aires Convention Students in the United States; and a review of a pamphlet, Some Comparisons Between Universities, which contains a number of papers on university conditions in Great Britain, the United States, Belgium, Poland, Russia, Norway, France, Germany, and other countries read at the Second Educational Conference of the Association of University Professors and Lecturers of the Allied Countries in Great Britain, April 15, 1944.

Instructional Materials

Instructional materials of the American Republics Section of the Division include both loan and free materials.

Through its loan packet service, the Office makes it possible for teachers and school administrators to examine many valuable and timely materials which have been classified according to subjects such as Sources of Instructional Material, Education of Spanish-Speaking Children, Hispanic Countries and Cities.

The packets contain bibliographies, source lists, magazines, pictures, maps, games, units and courses of study, program outlines, reprints of articles, and other materials ranging in difficulty from elementary through college level. The packets are available on loan for a period of 3 weeks without charge except for return postage which is paid by the borrower. Requests should be addressed to the American Republics Section of the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C.

More than 1,500 Kodachrome slides on life in the American Republics are also available for loan to schools and colleges. Among the subjects covered are Hunting Unusual Plants in Guatemala, Rubber in the Amazon Basin, Weaving in South American Highlands, and Indian Costumes in Latin America.

Free materials include a variety of items: Maps, pictures, courses of study, units of work, guides and outlines, pamphlets and bibliographies. There is no list of materials, for the stock is in constant change according to the type of requests received. Materials for social-studies teachers, dealing mostly with history and geography, are on different grade levels and are sent on request to teachers. In making her request, the teacher should state her problem and give the grade for which the material is intended.

The Office also has an Educational Radio Script and Transcription Exchange from which recordings may be had on loan on various subjects for a period of 3 weeks. Recordings on Puerto Rico include: (1) The Island, (2) The Contrasts, (3) The People, (4) The Customs, (5) The Land, (6) Past, Present, and Future.

It is hoped the other two sections of the division may develop similar instructional materials dealing with Europe and the Near and Far East.

This condensed statement of the Office of Education as a source of materials on international understanding has been confined to describing the resources for service in the field of international understanding, and to showing changes made in the service to meet the needs of the time as expressed by the American teacher at all levels and in all phases of education.

China—Selected References for Teachers[1]

by C. O. Arndt, Specialist in Far and Near Eastern Education

The materials listed herewith should be secured directly from the publisher or producer. Except where specifically stated, they are not available through the U. S. Office of Education.

Bibliographies of Books and Materials

Children's Books About China. By Dora V. Smith. In January 1944 issue of the *Elementary English Review*, p. 28–30. Reprints available free through Elementary English Review, 211 West 68th Street, Chicago, Ill.

An annotated list of 31 books, prepared by the Chairman of the Elementary Section of the National Council of Teachers of English.

China: A List for Boys and Girls. New York: The East and West Association, 40 East 49th Street. 1943, 7 p. mimeo.

This list of books for children was selected and annotated by the New York Public Library.

What to Read About China: A List for High-School Students. New York: The East and West Association, 40 East 49th Street. 19 p. mimeo.

An annotated list of 18 books.

What One Should Know About China. Washington, D. C.: Library of Congress. 1942. 4 p. Free.

An annotated list of some dependable books compiled at the Library of Congress. This short, carefully selected bibliography of books about China is arranged under the following captions: biography, civilization, economy, foreign relations, geography, history, literature, philosophy, social life, and customs. Designed for the adult reader.

Films to See About China. Available through the East and West Association, 40 East 49th Street, New York. 1943. 10 p.

A mimeographed list of 16-mm. and 35-mm. films on China with a description of the content of each film. An appraisal with suggestions for preparatory study of the subject, recommendations for various age groups, as well as the date of issue, technical description, producer, source, and rental costs are given. A list of the distributors of the films is appended.

Books

Buck, Pearl. *The Chinese Novel.* New York: John Day Co. 1939. 59 p. Teacher level.

This overview of the history of the Chinese novel was originally given before the Swedish Academy at Stockholm in 1938 when the author was honored with the Nobel Prize. It should be of particular interest to teachers of languages and literature.

Chen, C. H., *and* S. H. *The Flower Drum and Other Chinese Songs.* New York: John Day Co. 1943. 65 p. High-school and teacher levels.

One of the first collections of traditional Chinese folk songs to be published in this country. Contains full score for piano and voice.

Creel, Herrlee. *The Birth of China: A Study of the Formative Period of Chinese Civilization.* New York: John Day Co. 1937. 402 p. Teacher level.

This is a pleasantly readable account of early Chinese history for the general public.

Cressey, George B. *China's Geographic Foundations: A Survey of the Land and Its People.* New York: McGraw-Hill Book Co. 1934. 436 p. Teacher level.

This geography is not divorced from the people; they are an integral part of the story. Good illustrations supplement the text.

Goodrich, L. C. *A Short History of the Chinese People.* New York: Harper & Brothers. 1943. 260 p. Teacher level.

Compact, but readable. Done by an authority in the field.

Handforth, Thomas. *Mei Li.* New York: Doubleday, Doran & Co. 1938. 48 p. Elementary level.

Story of a small girl and her brother at a New Year fair in Peiping. An effective blending of story and art work.

Jacobs, A. Gertrude. *The Chinese-American Song and Game Book.* New York: A. S. Barnes & Co. 1944. 96 p. Elementary and teacher levels.

Elementary school teachers and children will find this an attractively illustrated book of songs and games.

Kuo, Helena. *Giants of China.* New York: E. P. Dutton & Co. 1944. Junior-senior high-school levels.

The lives of such leaders as Huang Ti, Confucius, Sun Yat-Sen, and Chiang Kai-Shek are interestingly presented.

Lattimore, Owen. *Solution in Asia.* Boston: Little, Brown & Co. 1945. 214 p. Teacher level.

A fresh, penetrating analysis of China and Japan, with suggestions for United States policy, by an acknowledged authority on the Far East.

Lewis, Elizabeth. *Young Fu of the Upper Yangtze.* Philadelphia: John C. Winston Co. 1932. 265 p. Junior-senior high-school levels.

The story of a Chinese boy who works as a coppersmith's apprentice is well told.

Lin Yu-Tang. *Moment in Peking.* New York: John Day Co. 1939. 815 p. Senior high school and adult levels.

A classic novel on Chinese family life.

——— *My Country and My People.* New York: John Day Co. 1939. rev. ed. 382 p. Teacher level.

The author's keen sense of humor, lucid style of writing, and understanding of both Eastern and Western philosophy and life render this book an outstanding introduction to a study of China and the Chinese.

Rosinger, Lawrence K. *China's Crisis.* New York: Alfred A. Knopf. 1945. 259 p. Teacher level.

China's economic problems, war effort, relations with the Communist party, and the political situation generally are considered.

Waley, Arthur. *The Adventures of Monkey.* New York: John Day Co. 1944. 143 p. Elementary level.

This famous old Chinese tale was adapted from the original by the author. Illustrations are by Kurt Wiese.

——— *Translations from the Chinese.* New York: Alfred A. Knopf. 1941. 325 p. Teacher level.

An attractive volume of prose and poetry done by a competent translator.

Wiese, Kurt. *You Can Write Chinese.* New York: Viking Press, Inc. 1945. Elementary level.

Large Chinese characters drawn with brush are printed adjacent to Chinese scenes from which they are allegedly derived.

Pamphlets

Arndt, C. O.; Turosienski, Severin K.; *and* Fong, Tung Yuen. *Education in China Today.* U. S. Office of Education. Leaflet No. 69. Washington, D. C.: Superintendent of Documents. 1944. 11 p. Teacher level.

Brief factual review of Chinese education, with bibliography.

[1] This list of selected references is a revision of a list originally published in the March 1944 issue of The Bulletin of the National Association of Secondary School Principals.

Bodde, Derk. *China's Gifts to the West.* Washington, D. C.: American Council on Education. 1942. 40 p. Asiatic Studies in American Education, No. 1. High school and teacher levels.

The contributions of Chinese civilization to the West are described.

China. Vol. XI, No. 1. October 1945. Building America. New York: Americana Corporation, 2 West 45th Street. 31 p.

Designed for school use, this readable and well-illustrated pamphlet may be used on the junior-senior high-school levels.

An Exhibition of Modern Chinese Paintings. Introductions by Hu Shih, Kuin-Wei Shaw, Lin Yu-Tang, *and* Alan Priest. New York: Metropolitan Museum of Art. 1943. 22 p. Useful at all levels.

Presents reprints of modern Chinese paintings.

Goetz, Delia. *The Dragon and the Eagle.* Distributed through the Vanguard Press. New York. 1945. 61 p. Higher elementary level.

An account of Chinese-American relations.

Harvard Workshop for the Committee on Asiatic Studies. *Teaching Outline for Elementary Schools.* New York: United China Relief, 1790 Broadway. 1942. 16 p.

Lists topics which are appropriate for pupils at the elementary level and suggests activities and projects illustrative of the range of exercises about China which will be stimulating and profitable.

Teaching Outline for High Schools. New York: United China Relief, 1790 Broadway. 1942. 16 p.

Makes suggestions for the study of China in high-school courses on geography, world history, U. S. history, literature, and art.

The People of China. New York: East and West Association, 40 East 49th Street. 1942. Junior-senior high-school levels.

A brief, readable account of the people of China, their history, and their leaders, with suggested readings under each section.

Taylor, George. *Changing China.* St. Louis: Webster Publishing Co. 1942. 94 p. Junior-senior high-school levels.

The story of old and new China is briefly sketched in this booklet.

Chinese Language

Chan, Shau Wing. *Chinese Reader for Beginners, With Exercises in Writing and Speaking.* Stanford University, California: Stanford University Press. 1942. 348 p.

"The present work is designed primarily for English-speaking persons who wish to familiarize themselves with the essential features of the Chinese language. It comprises teaching material with which I have been experimenting in my classes in elementary Chinese at Stanford University for the last 4 years. In its present form this material has been so revised and expanded that it not only should meet classroom needs for the first year of work in a school, but should aid anyone attempting to learn the Chinese language by himself." (From Preface, p. vii.)

Pettus, W. B. *Chinese Language Lessons.* Berkeley: University of California. 1943. 312 p.

"These lessons are the result of three decades of teaching this material to Americans in Peiping. The words and phrases used are those occurring continually in daily conversation, and are met with on every page of printed Chinese. This material may well be called 'Basic Chinese.' With the oral, aural, visual, and writing mastery of this material, a student is well on the way toward fluency in Chinese." (From Introduction, p. v.)

Units of Study

China. Grade 4. Prepared by the Santa Barbara City Schools. 1940. 81 p. Not for sale. Ten copies of each unit are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

This unit shows how the culture of China has contributed to the development of the Santa Barbara, Calif. area. It is constructed to furnish source material for the teacher which will enable her better to suggest rich and varied experiences to the class.

Language Unit on China for Grades 7 and 8. Prepared by the Detroit, Mich. Public Schools. Available through United China Relief, Inc., 1790 Broadway, New York 19. 1942. 8 p.

Many helpful suggestions, including an outline, possible activities, and proposals for correlation are given in this unit on general language.

Maps

China. Washington, D. C.: National Geographic Society. June 1945. All levels.

An up-to-date map of China. Size 26½ x 34½ inches.

Picture Map of China. Available through Friendship Press, 156 Fifth Avenue, New York. 1932. Elementary level.

This large picture map (38 by 48 inches), sketched in black ink on white background, is designed for coloration. A supplementary picture sheet accompanies the map.

Recordings

Chee Lai, Songs of New China. Album K 109. Available through Keynote Recordings, Inc., 522 Fifth Avenue, New York.

Three 10-inch records with booklet are contained in this album. The songs are: Chee Lai, Song of the Guerrillas, Chinese Farmers' Song. Work as One, Street Singer's Song, Chinese Soldiers' Song, Riding the Dragon. Paul Robeson sings both in English and Chinese. Lieu Liang-mo conducts the Chinese Workers' Chorus.

Chinese Classical Music. Album No. 44. Available through Musicraft Corporation, 480 Lexington Avenue, New York.

Contains four 10-inch records by Wei Chung Loh. The content of the records is as follows: No. 239, Soliloquy of a Convalescent and March (Erh-hu); No. 240, Dance Prelude and Flying Flowers Falling (Pi-pa); No. 241, The Drunken Fisherman and Parting at Yang Kwan (Ching); No. 242, Temple Meditation and The Flying Partridge (flute).

Eight Records on Chinese Life. Available on loan through Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D. C. 15 minutes each. High-school and teacher levels.

These eight 16-inch records (33⅓ r. p. m.), playable only on special play-back equipment, are done by Madame Chiang Kai-Shek, Pearl Buck, J. Y. Yen, Elizabeth Seeger, Lin Mousheng, B. A. Liu, and Agnes Smedley. The recordings deal with various aspects of Chinese life, except for Madame Chiang's recording, which is her "Address Before Congress."

The People of China. Available on loan through Educational Radio Script and Transcription Exchange, U. S. Office of Education, Washington 25, D. C. 15 minutes. High-school and teacher levels.

This 16-inch recording (33⅓ r. p. m.) was done by Hon. Walter H. Judd, Congressman from Minnesota, who was for 10 years a medical missionary in China.

Pictures

China by Kwok Ying Fung. New York: Henry Holt. 1943. 192 p. All levels.

Religion, education, and daily life are portrayed on 83 large, clear pictures. Interpretative captions and comment add to the value of this attractive book.

Life of a Family in China. New York: East and West Association, 40 East 49th Street. Elementary and secondary levels.

This portfolio contains 16 well-selected pictures from Chinese life. A running narrative ties the pictures together effectively.

Romantic China. Available through James Henry White, White Brothers Chinese Art Exhibition and Lectures. Berrien Springs, Mich. 42 pictures, 8 x 10 inches.

The 42 photographs of this collection feature China's temple, pagodas, palaces, and gardens. The landmarks of the historic city of Peiping are particularly well represented. The photographic art of the pictures is deserving of special note as is their distinctive composition and setting. Complete description and historical notes are provided for each picture.

Films

Grains of Sweat. New York: Harmon Foundation, Inc., 140 Nassau Street. 1942. Silent. 16 mm. 15 min. All levels.

The planting, cultivation, and marketing of rice, China's staff of life, is well illustrated in this film.

Smile With the Children of China. New York: Harmon Foundation, Inc., 140 Nassau Street. 1941. Silent. 16 mm. 14 min. Elementary level.

A good film for use with children. Shows Chinese children playing games, making toys, going to school. Both timing and editing are well done.

The School Social Worker

Following is a brief résumé of information relating to school social work, made available to the U. S. Office of Education by the Council of Social Workers in the New York City Schools. Thirty years experience in the city schools demonstrates that school social work as operative in these schools, although an adjunct of education, involves basic requirements different from the requirements of teaching. The council, a professional organization of school social workers, states:

The classroom teacher deals with many children who present baffling problems. Modern education demands that children be understood as individuals, that their intellectual and emotional capacities be gaged, that their abilities be utilized, and their potentialities developed to the fullest and that they be guided in solving their personal problems of adjustment. Schools are increasingly consulting parents on their children's welfare and are encouraging them to use the social and health agencies of the community.

Functions of the Worker

The child brings into the classroom his total life. He has his intellectual and physical endowments. He has emotions and feelings which were nurtured in his family and community. He has a definite personality and character. He establishes in school new relationships with adults and with other children. He must find a personally satisfying and socially effective place in the school community. Inevitably many children have difficulties in making their best possible adjustment.

The understanding teacher enables nearly all children to adjust in their school environment. However, when she finds children for whom she needs additional help she should be able to call upon the school social worker who also has specialized training in children's problems. Specifically, the school social worker offers the following services:

Consultation Service

The teacher and social worker discuss such problems as truancy, restlessness, and inability to learn. The teacher contributes her observations of the child in the group and the information available in school records. The school social worker contributes specialized knowledge of children's problems and of community facilities. Together they can clarify the problems and plan the necessary steps to handle the situation. The school social worker is available also for consultation with other school personnel, parents, and representatives of community agencies.

Liaison Service

Frequently it is necessary to call in a community agency. Perhaps parental conflict is upsetting a child and the assistance of a family service agency may be required. Another child may show evidences of a glandular disturbance and should be referred to his family physician or to a community clinic. In another instance academic failure may indicate the need for study and treatment by a community child guidance clinic.

The liaison service of the school social worker not only helps to relate the school to community agencies but helps also to relate these agencies to the school. Community agencies may be working with problems of children which are unknown to the school and they may see ways in which children can achieve more successfully at school. The school social worker, knowing the resources of the school and the situations in which teachers are working, can help the outside agency interpret children to the school.

Treatment Service

While consultation and liaison services for particular children are usually short-time contacts there are many situations which require more time to achieve an adequate understanding and an effective program of action. The school social worker through a series of interviews may help to prepare parents and children for using community services and may try to overcome any resistance they have in using these services. Frequently much time and patience are required before parents and children feel that they are understood and are ready to accept even the most friendly suggestions.

In some situations, the school social worker maintains regular contacts with children and parents and discusses the problems at regular intervals with school teachers. The school social worker will thus have a three-way re-

sponsibility—working with the teachers in handling children in the classroom, helping children modify their attitudes, and advising parents on ways of guiding their children.

Group Interpretation

Since the modern school is generally a complex organization and functions in a complex community, the school social worker through work with individual children uncovers many general problems that can best be handled by group interpretation. Through work with individual children, situations are often found which may lead to cooperative consideration and planning by the school staff as a whole as well as by outside agencies which also service school children. Such cooperative efforts facilitate the use of all community resources for the welfare of the children concerned.

Qualifications of the Worker

Functions of the school social worker require specialized training. The worker must understand the behavior and personality development of children; the significance of children's social, personality, academic, and health adjustment; the meaning to children of their educational experiences; the organization of the community and the use of community agencies; in addition to a first-hand knowledge of school and classroom situations and problems. He must be skilled in quick diagnostic thinking so as to evaluate the seriousness of children's problems, must be experienced in the case work process by which individuals are helped to make a better adjustment, must be competent to help modify children's and parents' undesirable attitudes, and must be able to assist teachers in various ways.

The Council of Social Workers in the New York City schools recommends the following minimum qualifications for appointment as a school social worker in the New York City system:

1. *Preparation in the Social Work Field.*—A baccalaureate degree (or equivalent) and graduation from a 2-year course at a school of social work which is accredited by the American Association of Schools of Social Work.

2. *Experience.*—Two years of supervised social case work in an approved social case work agency, and either 1 year in a clinic for the study and treatment of personality and behavior disorders of children or 1 year in an agency where work has been directly under the supervision of a person eligible for membership in the American Association of Psychiatric Social Workers.

Schools of education and schools of social work are fortunately becoming more aware that while the basic philosophy of modern education and school social work are identical, each professional group, nevertheless, has a unique contribution for fulfillment of which specialized training is desirable. Teacher training and teaching experience are not adequate substitutes for training and experience in school social work. Prevailing training facilities for each profession has lacked orientation in the other field. School social workers can be an important adjunct to an educational program if they are adequately qualified personally and professionally for their work.

Home Economists

(*From page 23*)

Quart measure, 1.

Food chopper or wooden chopping bowl and knife, 1.

Mixing bowls, 2 or 3.

Can opener, 1.

Hot pads, 3 or 4.

Garbage can with cover, 1.

Pitcher, 1 (2 or 3 quart size).

Soap dish, 1.

Tray, 1 or 2 (for carrying foods).

Cans with tight cover, 2 or 3 (to store staple foods).

To be brought by each pupil:

1 bowl.

1 plate.

1 cup or glass.

1 teaspoon.

1 fork.

A publication, *Portable Kitchen for Rural Schools*, which is suggestive for the small school, is available from Extension Agricultural Engineering Department, State College Station, Fargo, N. Dak. Send *only* for single copies as supply is limited.

Expenditures Per Pupil in City Schools

BELOW is presented the third in a series of tables giving per pupil expenditure data for certain city school systems in advance of the annual circular entitled "Expenditures Per Pupil in City Schools," prepared by Mary Ella W. Banfield of the Research and Statistical Service. The first two tables appeared as follows: data for 45 cities of group I, populations of 100,000 or more, Education for Victory, June 4, 1945; and data for 68 cities of group II, populations 30,000 to 99,999, inclusive, School Life, *December 1945.*

The accompanying table shows per pupil expenditures for 80 city school systems, 10.8 percent of all systems in cities with populations of 10,000 to 29,999, inclusive, population group III. Data are for the 6 major current expense accounts of full-time day schools below the college level and were secured from the regular biennial form used by the Office to collect city school statistics in the even-numbered years.

All But Two Show Increase

Of the 73 cities that reported comparable data for 1940–41 and 1943–44, all but two show an increase for the 4-year period in the total yearly current expenditure per pupil in average daily attendance. The percent of increase ranges from 6.6 to 62.6 for the individual cities, with a percent of increase of 21.8 for the arithmetic mean (average) of the group. The prime factor influencing the highest percent of increase (62.6) was the *decrease* of 12.6 percent in the average daily attendance for that city during the 4-year period. However, this decrease was spread throughout the system to such an extent that only 4 teachers could be eliminated from the pay roll. During the same period in this city school system, the average salary of teachers increased 51.2 percent, from $1,239 to $1,873.

Total yearly current expenditure per pupil in average daily attendance, expenditure per pupil for the six major current expense accounts, and percent each account is of total current expense in city school systems, 1943–44

GROUP III: 80 CITIES OF 10,000 TO 29,999 POPULATION (INCLUSIVE)

City	Total yearly current expenditure				Administration		Instruction		Operation of physical plant		Maintenance of physical plant		Auxiliary school services		Fixed charges [1]	
	1940–41	1941–42	1942–43	1943–44	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arithmetic mean of Group III	$90.13	$97.10	$104.56	$109.75	$4.41	4.0	$82.97	75.6	$14.53	13.2	$3.50	3.2	$2.86	2.6	$1.48	1.4
Bessemer, Ala	30.94	33.74	41.65	41.14	2.21	6.1	32.35	78.0	4.40	10.6	1.98	4.8			.20	.5
Eureka, Calif	113.15	122.20	126.42	130.26	4.47	3.4	98.82	75.9	18.33	14.1	1.81	1.4	3.38	2.6	3.45	2.6
Santa Cruz, Calif	133.85	157.93	173.44	161.57	6.25	3.9	117.55	72.7	21.68	13.4	5.59	3.5	8.45	5.2	2.05	1.3
South Pasadena, Calif	152.82	165.87	166.16	181.34	9.79	5.4	139.88	77.1	20.69	11.4	3.38	1.9	5.54	3.1	2.06	1.1
Fort Collins, Colo	94.86	104.50	120.46	118.20	4.80	4.0	91.21	77.2	15.21	12.9	3.48	2.9	1.88	1.6	1.62	1.4
Trinidad, Colo	69.93	80.57	79.11	100.29	4.54	4.5	79.43	79.2	9.16	9.2	3.53	3.5	1.04	1.0	2.59	2.6
Danbury, Conn	100.30	105.34	112.87	120.06	4.27	3.6	87.41	72.8	17.74	14.8	3.17	2.6	6.56	5.5	.91	.7
East Hartford, Conn	113.54	127.98	122.81	141.21	5.60	4.0	99.03	70.1	18.78	13.3	9.13	6.5	6.43	4.5	2.24	1.6
Torrington, Conn	110.12	119.76	128.58	131.74	3.17	2.4	98.71	74.9	16.33	12.4	5.38	4.1	6.78	5.2	1.37	1.0
Canton, Ill	81.57		100.75	94.85	3.55	3.7	65.05	68.6	16.56	17.5	4.14	4.4	4.07	4.3	1.48	1.5
Freeport, Ill		95.60	101.65	110.05	3.78	3.4	82.88	75.3	17.65	16.0	3.24	3.0	1.16	1.1	1.34	1.2
Jacksonville, Ill	81.90	86.55	87.99	101.39	3.83	3.8	80.26	79.2	11.39	11.2	3.36	3.3	1.60	1.6	.95	.9
Kankakee, Ill	81.50	85.04	91.68	99.39	4.85	4.9	71.23	71.7	15.41	15.5	5.84	5.8	.68	.7	1.38	1.4
Kewanee, Ill	77.03	96.44	93.63	125.25	5.88	4.7	95.13	76.0	16.50	13.2	4.71	3.7	1.64	1.3	1.39	1.1
Columbus, Ind	73.63	75.02	76.06	84.09	3.51	4.2	63.20	75.2	12.74	15.1	3.57	4.2	1.07	1.3		
Crawfordsville, Ind	86.22	94.75	100.34	106.04	4.92	4.6	80.30	75.7	15.19	14.3	2.21	2.1	2.10	2.0	1.32	1.3
Marion, Ind	79.63	85.48	89.29	101.70	3.03	3.0	79.55	78.2	13.61	13.4	2.75	2.7	.79	.8	1.97	1.9
Peru, Ind	95.95	101.13	106.51	119.11	6.26	5.3	86.16	72.3	19.45	16.3	4.91	4.1			2.33	2.0
Burlington, Iowa		98.63	100.44	115.37	3.46	3.0	83.06	72.0	20.11	17.4	6.34	5.5	2.40	2.1		
Newton, Kans	73.81	81.34	80.52	80.69	3.10	3.9	62.51	77.5	11.81	14.6	1.72	2.1	.96	1.2	.59	.7
Ottawa, Kans	79.18	86.03	80.28	98.04	5.36	5.5	76.76	78.3	12.99	13.2	.91	.9	1.66	1.7	.36	.4
Pittsburg, Kans	79.76	85.87	85.21	87.25	3.73	4.3	66.51	76.2	12.99	14.9	2.91	3.3	.42	.5	.69	.8
Fort Thomas, Ky	133.36	138.11	141.47	162.10	8.17	5.0	120.33	74.2	19.10	11.8	9.87	6.1	3.22	2.0	1.41	.9
Henderson, Ky		77.16	86.15	95.69	5.07	5.3	74.11	77.5	11.53	12.0	3.80	4.0	.67	.7	.51	.5
Bangor, Maine	97.52		113.67	116.20	3.75	3.2	86.11	74.1	16.38	14.1	1.60	1.4	6.50	5.6	1.86	1.6
Clinton, Mass	91.08	99.68	111.00	130.09	6.00	4.6	99.55	76.5	18.21	14.0	1.01	.8	2.21	1.7	3.11	2.4
Northbridge, Mass	90.36	94.90	114.84	105.51	5.59	5.3	76.04	72.1	13.16	12.5	1.82	1.7	8.90	8.4		
Weymouth, Mass	94.34	103.09	120.02	136.85	3.28	2.4	101.67	74.3	16.61	12.1	8.57	6.3	6.72	4.9		
Winchester, Mass	122.87	127.50	123.62	131.00	5.71	4.4	102.73	78.4	16.27	12.4	4.18	3.2	2.11	1.6		
Alpena, Mich	94.23	95.08	101.83	114.59	7.41	6.5	85.14	74.3	15.26	13.3	4.35	3.8	1.47	1.3	.96	.8
Escanaba, Mich	83.10	93.67	93.44	103.66	4.76	4.6	78.45	75.7	14.63	14.1	2.51	2.4	2.36	2.3	.95	.9
Muskegon Heights, Mich	84.50	90.22	90.84	100.30	4.04	4.0	76.72	76.5	13.80	13.8	3.59	3.6	1.61	1.6	.54	.5
Royal Oak, Mich	96.97	110.42	113.63	123.55	4.08	3.3	93.97	76.1	19.36	15.7	2.17	1.7	2.77	2.2	1.20	1.0
Mankato, Minn	98.60	109.33	114.74	135.64	4.91	3.6	104.28	76.9	18.61	13.7	2.64	1.9	3.65	2.7	1.55	1.2
St. Cloud, Minn	105.70	108.20	130.28	137.85	5.20	3.8	99.70	72.3	26.75	19.4	2.22	1.6	3.32	2.4	.66	.5
Winona, Minn				135.73	5.27	3.9	99.65	73.4	23.11	17.0	2.67	2.0	3.03	2.2	2.00	1.5
Cape Girardeau, Mo		68.91	78.52	91.87	2.99	3.2	72.82	79.3	9.79	10.7	2.54	2.8	3.23	3.5	.50	.5
Hannibal, Mo	64.62	74.55	83.41	73.10	3.60	4.9	53.76	73.6	11.85	16.2	2.17	3.0	1.55	2.1	.17	.2
Jefferson City, Mo	80.24	81.06	93.65	92.42	4.19	4.5	67.22	72.7	12.18	13.2	6.71	7.3	1.50	1.6	.62	.7
Sedalia, Mo	76.65	85.31	80.47	88.48	3.68	4.2	67.42	76.2	12.40	14.0	1.99	2.2	2.17	2.5	.82	.9
Hastings, Nebr	75.34	77.33	76.71	82.87	2.29	2.8	66.92	80.8	10.08	12.2	1.94	2.3	1.27	1.5	.37	.4
Reno, Nev	107.74	117.79	128.95	117.04	2.29	2.0	87.93	75.1	17.71	15.1	.69	5.7	2.42	2.1		
Berlin, N. H	92.78	109.36	134.64	150.45	6.86	4.6	105.80	70.3	21.85	14.5	5.03	3.3	7.47	5.0	3.44	2.3
Claremont, N. H	88.81	92.23	104.11	109.63	5.84	5.3	73.80	67.3	14.38	13.1	4.28	3.9	7.41	6.8	3.92	3.6
Keene, N. H	83.68	98.64	96.29	113.71	4.38	3.9	83.40	73.3	13.50	11.9	1.75	1.5	6.93	6.1	3.75	3.3
Garfield, N. J	95.87	108.68	126.37	130.10	5.97	4.6	101.89	78.3	14.40	11.1	3.60	2.8	3.95	3.0	.29	.2
Roselle, N. J	130.67	130.55	143.28	155.38	6.33	4.1	120.90	77.8	17.59	11.3	4.31	2.8	4.28	2.7	1.97	1.3
Cortland, N. Y	139.62	136.46	130.23	138.90	6.20	4.5	105.71	76.1	15.00	10.8	2.17	1.6	2.43	1.7	7.39	5.3
North Tonawanda, N. Y	115.39	122,13	128.43	132.02	4.94	3.7	94.41	71.5	14.35	10.9	5.19	3.9	4.98	3.8	8.15	6.2
Rocky Mount, N. C	44.37	49.15	55.13	63.98	1.80	2.8	53.02	82.9	5.52	8.6	2.19	3.4	.59	.9	.86	1.4
Campbell, Ohio	95.74	106.37	123.61	131.12	6.68	5.1	91.92	70.1	21.61	16.5	4.30	3.3	2.21	1.7	4.40	3.3
Piqua, Ohio	87.86	85.14	94.03	100.21	4.39	4.4	72.25	72.1	15.75	15.7	2.21	2.2	2.04	2.0	3.57	3.6
Bartlesville, Okla	75.24	81.65	94.78	107.00	4.23	4.0	82.94	77.5	14.26	13.3	4.41	4.1			1.16	1.1
Durant, Okla	53.89	50.06	57.37	64.47	4.53	7.0	53.03	82.3	4.75	7.4	.99	1.5	.76	1.2	.41	.6
Astoria, Oreg	101.00	114.95	116.46	135.95	6.45	4.7	108.66	79.9	13.41	9.9	4.05	3.0	1.78	1.3	1.60	1.2
Eugene, Oreg	96.03	101.80	105.95	112.34	4.09	3.6	90.05	80.2	10.35	9.2	4.06	3.6	1.97	1.8	1.82	1.6
Butler, Pa	81.00	88.95	96.92	107.70	4.77	4.4	82.40	76.5	12.50	11.6	2.32	2.2	1.70	1.6	4.01	3.7
Carlisle, Pa	79.05	82.94	86.52	102.05	5.51	5.4	77.76	76.2	12.32	12.1	2.24	2.2	1.21	1.2	3.01	2.9
Conshohocken, Pa	70.82	77.03	88.29	104.85	8.45	8.1	76.76	73.2	9.29	8.9	4.51	4.3	2.36	2.2	3.48	3.3
Steelton, Pa				132.89	7.87	5.9	97.34	73.2	16.40	12.4	6.12	4.6	2.40	1.8	2.76	2.1
Warren, Pa	91.25	100.51	101.11	109.79	5.98	5.5	81.89	74.6	13.54	12.3	1.75	1.6	2.56	2.3	4.07	3.7
Bristol, R. I	82.11	92.11	107.16	114.31	4.88	4.3	90.49	79.2	13.03	11.4	1.99	1.7	3.92	3.4		
Central Falls, R. I	110.58	128.78	126.06	134.91	4.96	3.7	104.56	77.5	21.09	15.6	1.18	.9	3.12	2.3		
Cumberland, R. I	86.20	97.28	109.82	125.52	4.29	3.4	86.93	69.2	17.79	14.2	5.86	4.7	10.65	8.5		
Mitchell, S. Dak	103.95	117.80	130.37	139.06	8.22	5.9	96.88	69.7	24.93	17.9	2.71	1.9	4.25	3.1	2.07	1.5
Rapid City, S. Dak	80.23	85.67	104.29	91.66	3.97	4.3	68.64	74.9	14.40	15.7	2.43	2.6	1.71	1.9	.51	.6
Bristol, Tenn	53.23	61.93	62.62	68.33	3.31	4.8	54.33	79.5	9.57	14.0	.59	.9	.53	.8		
Kingsport, Tenn	72.68	67.22	69.05	69.72	2.23	3.2	58.63	84.1	4.98	7.1	1.98	2.9	1.05	1.5	.85	1.2
Abilene, Tex	55.47	63.85	77.88	85.72	1.92	2.2	73.80	86.1	8.09	9.5	1.48	1.7	.27	.3	.16	.2
Greenville, Tex	[2] 66.67	59.87	[2] 77.30	60.90	3.04	5.0	50.65	83.2	4.55	7.5	.73	1.2	.64	1.0	1.29	2.1
Provo, Utah	65.13	71.75	84.99	80.65	3.56	4.4	58.36	72.4	7.80	9.7	2.08	2.6	8.00	9.9	.85	1.0
Brattleboro, Vt	80.21	82.29	91.10	95.51	3.83	4.0	70.16	73.5	13.11	13.7	3.69	3.9	2.61	2.7	2.11	2.2
Winchester, Va	65.34	69.39	73.73	81.47	3.74	4.6	64.82	79.6	8.09	9.9	2.35	2.9	1.08	1.3	1.39	1.7
Aberdeen, Wash	87.66	97.78	113.89	120.43	5.22	4.3	91.22	75.8	13.75	11.4	6.07	5.0	4.17	3.5		
Olympia, Wash	96.29	110.19	115.27	129.61	4.22	3.3	99.42	76.7	15.18	11.7	6.36	4.9	3.52	2.7	.91	.7
Walla Walla, Wash	106.21	108.96	111.03	122.18	4.26	3.5	93.08	76.2	16.85	13.8	5.33	4.3	1.80	1.5	.86	.7
Appleton, Wis	94.21	99.67	108.18	115.00	3.36	2.9	86.56	75.3	19.61	17.0	1.63	1.4	2.50	2.2	1.34	1.2
Chippewa Falls, Wis	83.91	86.72	94.38	103.85	4.58	4.4	79.16	76.2	13.11	12.6	3.00	2.9	3.39	3.3	.61	.6
Shorewood, Wis	172.74	181 55	181.34	197.45	11.05	5.6	146.19	74.0	26.86	13.6	11.16	5.7	.37	.2	1.82	.9
Cheyenne, Wyo	90.70	92.95	94.01	100.48	2.50	2.5	76.53	76.2	14.82	14.8	1.75	1.7	3.36	3.3	1.52	1.5

[1] Allocated to pupil expenditure. [2] Data are for white schools only.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Postwar Education of Negroes. By Ambrose Caliver. 71 p., illus. Free copies may be secured by writing to the U. S. Office of Education, Washington 25, D. C.

Report of a conference sponsored by the U. S. Office of Education setting forth the educational implications of Army data and experience of Negro veterans and war workers. Printed at no expense to the Government, through a grant by the Julius Rosenwald Fund.

Radio Bibliography — Educational Radio Script and Transcription Exchange. Prepared by Gertrude G. Broderick and Ruth M. Howland. Washington, U. S. Government Printing Office, 1945. 18 p. 10 cents.

Contents: General; Careers in radio; Broadcasting technique and script writing; Education; Radio sources; Technical aspects of radio; Television; Educational recordings and equipment; Frequency modulation; Periodicals; Sources of general information on education by radio.

What Every Teacher Should Know About the Physical Condition of Her Pupils. By James Frederick Rogers, M. D. Washington, U. S. Government Printing Office, 1945. 19 p. illus. (Pamphlet No. 68, Revised.) 10 cents.

Intended primarily as a help for the teacher untutored in the art of protecting and promoting the physical welfare of the children in her charge. Includes suggestions for those whose business it should be to prepare teachers and would-be teachers along these lines.

New Publications of Other Agencies

Federal Security Agency. Office of Community War Services. Social Protection Division. *Recommendations on Standards for Detention of Juveniles and Adults.* Compiled by the National Advisory Police Committee on Social Protection, Federal Security Agency. Washington, Federal Security Agency, 1945. Single copies free as long as supply lasts from Social Protection Division, Federal Security Agency, Washington 25, D. C.

A manual for the guidance of communities and their responsible officials in providing adequate and humane facilities for adults and juveniles held in temporary detention.

U. S. Department of Agriculture. *Conserving Soil and Moisture in Orchards and Vineyards.* Washington, U. S. Government Printing Office, 1945. (Farmers' Bulletin No. 1970.) 30 p. 10 cents.

Outlines practices by which fruit growers can prolong the productivity of their orchards and vineyards.

——— Farm Credit Administration. *Mooreland ... Where Town and Country Cooperate.* By E. B. Reid. (*In* "News for Farmer Cooperatives," November 1945, p. 4–5, 17–18.) Kansas City, Mo., Farm Credit Administration, U. S. Department of Agriculture. 10 cents a copy; annual subscription, $1.

An account of satisfactory relationships worked out between a town of 900 population and the surrounding farmers.

U. S. Department of Labor. Children's Bureau. *Your Child from One to Six.* Washington, U. S. Government Printing Office, 1945. (Children's Bureau Publication 30, Revised, 1945.) 147 p. 15 cents.

"Present text attempts to show how emotional maturity in parents themselves can bring about the security and affectionate understanding that must underlie sound and creative family relationships."

——— Women's Bureau. *Outlook for Women in Occupations in the Medical and Other Health Services: Dental Hygienists.* Washington, U. S. Government Printing Office, 1945. 17 p. 10 cents.

Discusses the prewar situations, the wartime changes, and the postwar outlook for women in one of the occupations in the field of medical and other health services, in which women in 1940 composed about two-thirds of the workers.

U. S. Department of State. *The Axis in Defeat: A Collection of Documents on American Policy Towards Germany and Japan.* Washington, U. S. Government Printing Office, 1945. (Department of State Publication 2423.) 118 p. 30 cents.

Contains documents relating to the general policies as outlined in the Atlantic Charter, the Cairo, Tehran, and other conferences; the acts of military surrender; and the declarations, statements, and directives regarding the occupation of Germany and Japan.

——— *Trial of War Criminals.* Washington, U. S. Government Printing Office, 1945. (Department of State Publication 2420.) 89 p. 20 cents.

Contains the report of Robert H. Jackson to the President, the agreement establishing an international military tribunal, and the indictment.

U. S. Library of Congress. Hispanic Foundation. *Bibliografias Cubanas.* By Fermin Peraza y Sarausa. Washington, U. S. Government Printing Office, 1945. (Latin American Series No. 7.) 58 p. 20 cents.

A guide to the bibliographies on Cuba.

U. S. National Housing Agency. *Housing Goals: Finding the Facts and Measuring the Needs in American Cities.* Washington, National Housing Agency, 1945. Processed. 33 p. Single copies free from National Housing Agency, as long as supply lasts.

Booklet presents some of the practical problems in the housing situation; outlines the approaches and methods that may be used to uncover housing facts; and describes the need for local action.

——— Office of the Administrator. *Land Assembly for Urban Re-Development.* Washington, National Housing Agency, 1945. (National Housing Bulletin 3.) 31 p. Processed. Single copies free as long as supply lasts.

Considers the problem of finding practical means of making available for building two types of urban districts: (1) The deteriorated or blighted sections which are found near the centers of most urban communities, and (2) the defunct subdivisions inherited from times past.

U. S. GOVERNMENT PRINTING OFFICE: 1946

SCHOOL LIFE

Volume 28, No. 6 ☆ Official Journal of the U. S. Office of Education ☆ March 1946

LIBRARY MAR NATIONAL EDUCATION ASSOCIATION

CONTENTS

Page

CITIZENS' FEDERAL COMMITTEE ON EDUCATION BEING ORGANIZED---- 1

EXCERPTS FROM U. S. OFFICE OF EDUCATION'S 1945 ANNUAL REPORT---------- 3

SPECIALISTS APPOINTED IN INSTRUCTIONAL PROBLEMS SECTION------ 6

SURPLUS PROPERTY UTILIZATION--- 7

DIET SURVEY BY SOCIAL STUDIES CLASS---------- 9

SCHOOL ADMINISTRATORS REGIONAL CONFERENCES---------- 9

EDUCATION—FROM MESSAGE OF THE PRESIDENT---------- 10

PRINCIPLES GOVERNING SCHOOL LUNCHES---------- 10

PAST AND PRESENT OF SCHOOL LUNCHES---------- 11

BIBLIOGRAPHY OF ART COURSES OF STUDY---------- 14

SUGGESTED SCHOOL HEALTH POLICIES---------- 19

WEST VIRGINIA PLANS FOR SCHOOLHOUSE CONSTRUCTION---------- 25

AMERICAN EDUCATION WEEK------ 27

SECONDARY EDUCATION---------- 27

Veterans' Plans for Education—Report of Denver Survey.

Secondary Education News Notes.

Progress in Eliminating 11-Grade School Systems.

RECREATION AND LEISURE-TIME ACTIVITIES IN THE SCHOOL PROGRAM- 29

U. S. GOVERNMENT ANNOUNCES---- 32

Citizens' Federal Committee on Education Being Organized

Layman's Point of View Respecting Education To Be Represented

COMMISSIONER Studebaker announces that the newly established Citizens' Federal Committee on Education will be called together in Washington, D. C., late in March for its first meeting.

The purpose of the Citizens' Committee as defined in the Commissioner's "Plan of Organization to Improve the Service of the U. S. Office of Education" is "to advise the Commissioner of Education on policies and on programs of service to education to be carried on by the U. S. Office of Education."

Administrator's Invitation

In the Federal Security Administrator's letter to the various organizations invited to be represented on the Committee, Administrator Watson Miller stated:

"For several years the Office of Education has been assisted in its work by certain advisory committees representing special aspects of education. It seems advisable now to establish a committee of citizens to represent the layman's point of view with respect to American education and particularly in relation to the services which the Office of Education should render. We have decided, therefore, to establish what will be known as the Citizens' Federal Committee on Education, an outline of which is enclosed. I feel sure that you will fully appreciate the value of the contributions which such a committee can make to the progressive development of the service of the U. S. Office of Education and generally to education throughout the country. You will also recognize the very great importance of having outstandingly capable people as members of such a committee. . . ."

Widely Representative Membership

The Citizens' Federal Committee is being organized to represent "the people throughout the country who establish and support schools and colleges," states Commissioner Studebaker. In general the committee's membership is to be representative of labor, business, agriculture, manufacturing, homemakers, professions, veterans' groups, religious groups (one representative each of Protestant, Catholic, and Jewish groups), and Negro groups. Membership has been designated by the presidents of the respective organizations or by others in the organizations authorized to make such designations. The term of each member is 3 years, and one-third of the membership is to be appointed each year.

Personnel of the Committee

The following list represents the personnel of the Citizens' Federal Committee on Education to date:

Agriculture

A. S. Goss, master, National Grange;
Edward A. O'Neal, president, American Farm Bureau Federation;

SCHOOL LIFE

Published monthly
except August and September

Federal Security Administrator
WATSON B. MILLER

U. S. Commissioner of Education
JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents.

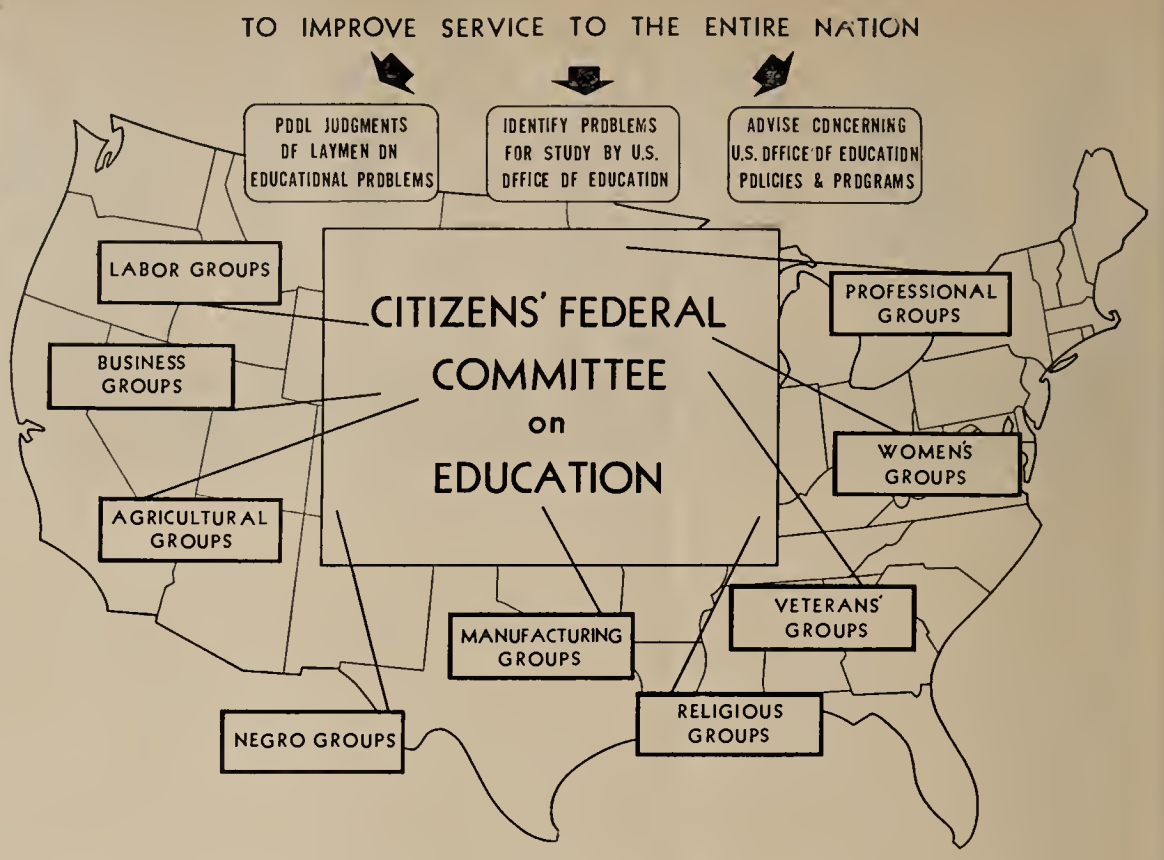
Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.
Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.



James G. Patton, president, Farmers Educational and Cooperative Union.

Business

Thomas C. Boushall, chairman, Committee on Education, Chamber of Commerce of the United States;

Roland B. Woodward, member of Committee on Education, Chamber of Commerce of the United States;

Margaret A. Hickey, national president, National Federation of Business and Professional Women's Clubs.

Homemakers

Mrs. William A. Hastings, president, National Congress of Parents and Teachers;

Kathryn McHale, general director, American Association of University Women;

Mrs. LaFell Dickinson, president, General Federation of Women's Clubs.

Labor

Matthew Woll, chairman, Committee on Education, American Federation of Labor;

Kermit Eby, director, Department of Education and Research, Congress of Industrial Organizations;

John T. Corbett, Brotherhoods of Railroad Employees (Assistant grand chief engineer and national legislative representative, Brotherhood of Locomotive Engineers).

Manufacturing

Walter D. Fuller, National Association of Manufacturers (president, Curtis Publishing Company);

Robert S. Wilson, National Association of Manufacturers (vice president, Goodyear Tire and Rubber Company);

M. McDonald Comer, National Associatiton of Manufacturers (chairman of the Board, Avondale Mills).

Negro Groups

Mrs. Estelle Massey Riddle, National Council of Negro Women (consultant, National Nursing Council for War Service, Inc.);

J. L. Horace, National Fraternal Council of Negro Churches;

P. B. Young, Sr., National Negro Newspaper Publishers Association.

Professions

Victor Johnson, American Medical Association (secretary, Council on Medical Education and Hospitals);

Everett S. Lee, chairman, Engineers' Council for Professional Development;

Albert J. Harno, American Bar Association (dean, College of Law, University of Illinois).

Religious Groups

Very Rev. Msgr. Frederick G. Hochwalt, Catholic (director, Department of Education, National Catholic Welfare Conference);

Harry A. Wolfson, Jewish (Chair of Jewish Studies, Harvard University);

F. Ernest Johnson, Protestant (executive secretary, Federal Council of the Churches of Christ in America).

Veterans' Groups

Walter G. Ingalls, American Legion;

Rev. Frank Tishkins, chairman, National Committee on Civic Affairs, Veterans of Foreign Wars;

Walter C. Hess, Graduate School, Georgetown University, Disabled American Veterans.

Excerpts from U. S. Office of Education's 1945 Annual Report

IN the foreword to the 1945 *Annual Report of the U. S. Office of Education*, recently off the press, Commissioner Studebaker states: "A relatively small increase in appropriations was provided to the Office of Education with which to begin the proposed improvements in its services. Early in the fiscal year 1946, these improvements were begun by the regrouping of staff and functions of the Office in eight operating divisions.[1] . . .

"The present report for the fiscal year ending June 30, 1945 . . . gives a brief panoramic view of the services and activities of the Office under the plan of organization existing during the final wartime year."

Following are some excepts from the 1945 report:

Postwar Planning in Higher Education

The staff of the Higher Education Division has continued the program, initiated at the beginning of the previous fiscal year, of stimulating and assisting State-wide and regional groups of colleges in developing plans calculated to meet the over-all needs of a specified geographical area. On invitation from voluntary and legally authorized bodies, the staff participated during the year in 28 State-wide conferences, in 7 regional meetings, and in 5 conferences of national professional organizations.

The Division has also encouraged the work of these and other postwar planning groups through the preparation and distribution of 7,500 copies of each of two bulletins. Schools and colleges expressed an urgent need for information on the probable number, incidence, and educational level of World War II veterans likely to resume education. With the cooperation of the War and Navy Departments data on the age and previous education of 8,000,000 enlisted personnel and 729,000 officers were compiled and arranged by States. This bulletin, *Data for State-Wide Planning of Veterans' Education*, has also been in demand by the several agencies of Federal and State governments concerned with veterans' problems. Industrial and other private employers have also made use of the document. The second bulletin, *Higher Education Looks Ahead*, presents a round-up of information secured from the colleges and from professional and lay associations on what they are doing to readjust program and procedure to meet postwar educational needs, especially those of returning veterans and young war workers whose education has been interrupted.

Student War Loans Program

In July 1942, the Congress appropriated $5,000,000 for loans to college students in the technical and professional fields of engineering, physics, chemistry, medicine (including veterinary), dentistry, and pharmacy. At that time it was apparent that there would be serious war-created shortages in these fields, and the loans were to enable students to accelerate their courses so as to be earlier available for the most effective services in the war effort.

During the 1943 fiscal year, loans were made in this program to 11,081 students in 286 colleges and universities amounting to a total of $2,910,506.93. For the 1944 fiscal year, the Congress reappropriated the unexpended balance of the original appropriation of $5,000,000, with the stipulation that during 1944 loans should be made only to students who had received loans the previous year. The aim was to make it possible for these students, as many of them as possible, to finish the accelerated program upon which they had embarked. Because of graduations and the entrance of student borrowers into the armed forces during 1944 the number of students eligible for the loans was reduced materially, so that only 1,572 of the 11,081 students to whom loans had been made in 1943 were assisted in 1944. These students received $417,094.39. Thus, in the 2 years in which the program was in effect, the total amount loaned was $3,327,601.32.

Although most of the borrowers are in the military services, with their payments deferred, collections amounted to $410,682.71 as of June 30, 1945, and about 9 percent of all loans had been paid in full.

Vocational Education Enrollments and Postwar Planning

Enrollments in all vocational schools and classes for the year 1944, the latest for which complete statistics are available, totaled 2,001,153. This total includes 469,959 persons enrolled in vocational agriculture classes; 543,080 in trade and industrial education classes; 806,605 in home economics courses; and 181,509 in distributive education. Preliminary statistical reports for 1945 indicate a total enrollment of 2,002,467. In addition to that total there were 1,152,986 persons enrolled in Food Production War Training and 1,037,213 enrolled in the program of Vocational Training for War Production Workers.

The committee appointed to study vocational training problems in the postwar years concluded its work during the year and submitted a report which was examined by two large repre-

1945 ANNUAL REPORT OF THE U. S. OFFICE OF EDUCATION

Gives a brief panoramic view of the services and activities of the U. S. Office of Education during the final wartime year (1945 fiscal year). Reflects the far-reaching relationships of the war to the activities of the Office of Education and of the Nation's schools, school systems, and colleges. 76 pages. 15 cents.

For sale by

Superintendent of Documents
U. S. Government Printing Office
Washington 25, D. C.

[1] The eight divisions are: International Educational Relations, Higher Education, Secondary Education, Elementary Education, Vocational Education, Auxiliary Services, Central Services, and School Administration. One temporary division for Surplus Property Utilization has also been established.

sentative groups—a reviewing committee and a consulting committee. All comments, suggestions, and recommendations made by the members of these groups were considered at a 2-day meeting of the consulting committee held in Washington in the spring. As the fiscal year closed, the final report was in preparation for publication and will be off the press later under the title, *Vocational Education in the Years Ahead.*

Home Economics Clubs

During the year the Future Homemakers of America was developed as a national organization co-sponsored by the Home Economics Education Service and the American Home Economics Association. At the same time the Home Economics Education Service worked with State supervisors of home economics and Negro leaders in the 17 states which provide separate schools in the development of the New Homemakers of America. The purpose of these organizations is to provide avenues through which pupils in high-school home economics courses can gain valuable experience in working together toward certain broad social values related to the home.

By June there were over 100,000 members from 43 States in these new organizations. The regional agents and the chief of the Home Economics Service participated actively in this development through helping in planning and conducting meetings of delegates, and through membership on the advisory boards of the two organizations.

Occupational Information and Guidance

The Occupational Information and Guidance Service in the current year has been faced with new demands from the field. States providing specific supervision in Occupational Information and Guidance have increased to 41, as against 34 reported for the previous year. One national conference, participated in by 34 States, reexamined many aspects of the broad field of guidance and formulated statements of national significance as well as patterns of State action. A second national conference brought more than 50 teacher-training institutions together in a precedent-setting study of training in the guidance field.

The following States established supervision during the year: Idaho, Iowa, Kentucky, Minnesota, Nebraska, and New Jersey. The supervisors involved, and others new to their positions, look to this Service for help in the complex problems of beginning their duties.

General Instructional Services

Among requests received for various kinds of services, a large percentage related to war problems or to proposals for changes in educational programs that were suggested by war conditions. For example, requests for services to improve programs in nutrition education, to improve opportunities for dental services to children, to change the trend in high-school enrollment from a decreasing one to an increasing one, to expand secondary school opportunities so as to serve a broader range of needs, to provide more generally opportunities for children under the age of 6, to provide an adequate supply of textbooks during the shortage of paper to meet the needs of school children, to enlarge and improve instruction in the natural sciences for their application to present-day situations, to provide suitable school-work programs.

The work of the year, therefore, represents an attempt to maintain a balanced program that included consideration of problems immediately pressing and those that need regular and continuous attention in accordance with the fundamental purpose for which the Office was established.

Physical Education and Health Activities

The staff members of the Division of Physical Education and Health Activities provided leadership and services for a total of 8 workshops and more than 35 conferences in a total of 34 States and the Dominion of Canada, and served on many national committees, aiding in the preparation of reports and recommendations for social hygiene, health, and physical education programs.

The Office of Education called a meeting of national leaders to study the problems of social hygiene education. This group prepared a conference report on present programs, needs, and recommendations for the future.

Statistical Services

Work was finished during the year on the *Biennial Survey of Education for 1940–42* and the Statistical Summary of Education was completed for publication. The chapter on Statistics of City School Systems for 1939–40, previously held from printing due to insufficient printing funds, was combined with the similar chapter for 1941–42 within the pages usually taken for one chapter. The 1940–41 chapter on Nonpublic Elementary and Secondary Schools, also previously held for the same reason, was sent to the printer. Because of war conditions none of the previously delayed studies was undertaken during this period. Materials for the State, city, and higher education chapters of the *Biennial Survey of Education, 1942–44* were sent out, field work follow-up done in 38 States, and editing started on the report forms.

Library Acquisitions and Cataloging

The Library during the year received by purchase, gift, or exchange, some 10,000 publications. These included most of the current materials on general education, vocational education, and related subjects, as well as selected older items needed to complete the historical resources of the Library. Publishers gave many textbooks, and other professional, technical, and scientific works. Fewer foreign publications were received since, due to the war, many serial and monographic publications of foreign governments have been suspended or appear irregularly. Cataloging procedures were speeded up to make books available quickly; and subject headings and classification were kept up to date.

Service, 1944–45

Books loaned	9,962
Theses loaned	469
Interlibrary loans	2,710
Reading-room attendance	8,220
Books used in the reading room	26,149

Service to Libraries

The study, *Statistics of Public-School Libraries, 1941–42* was completed and sent to the printer, and the second Nation-wide collection of public library statistics in the new series developed by the Library Service Division was begun.

During the year, several important uses were reported of statistics compiled

by the Library Service Division. These data furnished the basis for much of an extensive report on postwar planning for college and university libraries made by a national committee. They were also the foundation of a study of junior college libraries which appeared in the *Junior College Journal* for December 1944. The public-school library data have been used in several States in justification for the establishment of the position of State Supervisor of School Libraries.

As the end of the war approached, the Division began to give increasing attention to the problem of surplus property for libraries. In the fall of 1944, the American Library Association was asked to send representatives to consider the general problem, and to assist the Commissioner in making recommendations to the Surplus Property Board regarding policies and procedures for the disposal of surplus property to libraries as educational institutions. Since that time the Division has represented library interests at numerous conferences to formulate policies and procedures.

Credential Evaluation for Foreign Students

Requests for the evaluation of foreign student credentials came from 178 colleges and universities and other institutions. In all, 909 cases were received representing 76 different countries, an increase of 96 cases over the previous year. In terms of world areas, 248 cases came from 26 European countries, 213 from the British Empire, 362 from Latin America, 51 from the Near East, and 35 from the Far East. This represents an increase of 72 cases from the British Empire, of 137 cases from Latin America, and of 31 cases from the Near East. With reference to European countries the number of cases declined by 81, while those from the Far East declined by 63. More than one-half of the cases came from 11 countries: Canada, Germany, Mexico, British West Indies, Panama, Colombia, India, China, Cuba, Costa Rica, and Peru. One-fifth came from 10 countries: Austria, Brazil, England, Iceland, Iran, Poland, Turkey, Venezuela, Chile, and Honduras. The remaining 236 cases came from 55 different countries.

Inter-American Educational Relations

Staff members of the Division of Inter-American Educational Relations again carried on the selection and notification of 112 teachers of Spanish from our schools who attended the Spanish Language Institute in Mexico City, D. F. Teachers of English from 6 of the other American Republics were brought to this country. Each became an active participant in the Spanish or Portuguese language teaching activities of a United States school or college, served as interpreter of the culture of his country before community groups, visited a number of schools en route, and attended a special course in the teaching of English at an outstanding institution of higher education.

The Division has maintained a file of persons interested in securing teaching positions in the other American Republics for the use of agencies of the Government and others interested in securing information of this type.

The language program has been directed toward the fostering and improving of the teaching of English, Spanish, Portuguese, and French as foreign languages calling attention to the values of language study in developing international understanding and interpreting for visitors to the Office from the other American Republics. A large collection of textbooks and other teaching aids in English, Spanish, and Portuguese has been assembled for use of the Office of Education staff, visiting teachers, and personnel of other Government agencies.

Educational Uses of Radio

In comparison with the 1944 fiscal year, the 1945 fiscal year marks an increase of nearly 20 percent in the volume of requests for program materials, informational and advisory assistance, and consultation services by the Educational Uses of Radio Unit, from the Nation's educational institutions and organizations. This, of course, tends to reflect the increased emphasis on the use of radio in education which characterizes postwar educational planning, generally.

The acquisition of 100 new educational-program scripts, and transcription copies of 48 new recorded educational programs during the year has raised to well over 1,000 the total number of educational programs available for loan to educational institutions, and the total of recorded educational programs to 323.

Advisory and consultation services provided, on request, by the Radio Unit during the year were of three general types: Providing requested information or advice, by correspondence, in relation to problems of individual school systems; invited participation in meetings and projects involving various aspects of the use of radio in education; and assistance to State departments of education, colleges and universities, and city school systems in relation to the planning of educational FM broadcast stations and program services. As of June 30, 1945, requests for educational FM station planning assistance had been received from a total of 29 different States.

Office Publications

Office of Education publications during the final war year continued to focus attention upon education to help bring victory—and eventual peace.

More than 56 documents for bulletins, pamphlets, leaflets, etc., and 35 different issues of periodicals were published during the year. All types of printing brought the total number of printing and binding requisitions for the Office to 295.

The periodical EDUCATION FOR VICTORY continued throughout the year and beginning in January 1945, the Office issued a 12-page semimonthly periodical devoted exclusively to Higher Education fields. The annual *Educational Directory* was also published.

The following is a list of U. S. Office of Education publications which came from the press during the fiscal year 1945:

List of New Publications

Accredited Higher Institutions, 1944. (Bulletin 1944, No. 3) 5 cents.

Accredited Secondary Schools in the United States, 1944. (Bulletin 1944, No. 4) 30 cents.

Data for State-wide Planning of Veterans' Education. (Bulletin 1945, No. 4) 15 cents.

Education of Teachers for Improving Majority-Minority Relationships. (Bulletin 1944, No. 2) 15 cents.

Education Under Enemy Occupation. (Bulletin 1945, No. 3) 15 cents.

Handbook of Cumulative Records. (Bulletin 1944, No. 5) 20 cents.

Inter-American Cooperation in the Schools: Student Clubs. (Pamphlet No. 97) 10 cents.

Osteopathy. (Leaflet No. 23) Rev. 5 cents.

Pharmacy. (Leaflet No. 14) Rev. 10 cents.

Planning Schools for Tomorrow: Needs of Exceptional Children. (Leaflet No. 74) 10 cents.

Planning Schools for Tomorrow: Pupil Personnel Services for All Children. (Leaflet No. 72) 10 cents.

Planning Schools for Tomorrow: The Schools and Recreation Services. (Leaflet No. 73) 10 cents.

School Finance. (Bibliography No. 75) Free.

Biennial Surveys of Education, 1938–40 and 1940–42

School Plant: Trends, Present Situation, and Needs. (Vol. I, Ch. IX) 15 cents.

Statistical Summary of Education, 1941–42. (Vol. II, Ch. II) 10 cents.

Statistics of City School Systems, 1939–40 and 1941–42. (Vol. II, Ch. VII) 20 cents.

Statistics of Higher Education, 1939–40 and 1941–42. (Vol. II, Ch. IV) 45 cents.

Statistics of Nonpublic Elementary and Secondary Schools, 1940–41. (Vol. II, Ch. IX) 10 cents.

Statistics of State School Systems, 1939–40 and 1941–42. (Vol. II, Ch. III) 20 cents.

Educational Directory, 1944–45

Federal, State, and County Education Officers. (Part I) 10 cents.

City School Officers. (Part II) 15 cents.

Colleges and Universities. (Part III) 20 cents.

Educational Associations and Directories. (Part IV) 10 cents.

Family Contributions to War and Postwar Morale

Home on Furlough. (No. 2) 5 cents.

Suggestions for Using the Series. (No. 1) 5 cents.

They Also Serve. (No. 3) 5 cents.

Nutrition Education Series

A Study of Methods of Changing Food Habits of Rural Children in Dakota County, Minn. (Pamphlet No. 5). 10 cents.

A Yardstick for School Lunches. (Pamphlet No. 4) 10 cents.

Miscellaneous

Annual Report of the U. S. Office of Education, 1944. 25 cents.

Expenditures Per Pupil in City School Systems, 1942–43. (Circular No. 230) Free.

FM for Education. (Misc. No. 7) 20 cents.

Index, EDUCATION FOR VICTORY, Volume I. Free.

Index, SCHOOL LIFE, Volume XXVII. Free.

Job Training for Victory. Chart. 5 cents.

Offerings in the Fields of Guidance and Personnel Work in Colleges and Universities. Free.

An Open Letter to My Newly Blinded Friend. 10 cents.

Vocational Education

Digest of Annual Reports of State Boards for Vocational Education to the U. S. Office of Education, Vocational Division, Fiscal Year Ended June 30, 1944. Free.

Matching Men and Farms. (Vocational Division Bulletin No. 229) 10 cents.

Social Leadership. (Vocational Division Bulletin No. 231) 10 cents.

Vocational Technical Training for Industrial Occupations. (Vocational Division Bulletin No. 228) 40 cents.

Periodicals

EDUCATION FOR VICTORY, (discontinued June 30, 1945; SCHOOL LIFE, monthly prewar journal, resumed). $1 a year.

HIGHER EDUCATION (semimonthly). 75 cents a year.

NOTE.—Printed publications of the U. S. Office of Education may be obtained by ordering directly from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Free material available may be obtained upon request to the U. S. Office of Education, Washington 25, D. C.

Specialists Appointed in Instructional Problems Section

Recent appointments to the U. S. Office of Education staff include Philip G. Johnson as specialist for the natural sciences in the Instructional Problems Section, Division of Secondary Education; and Howard R. Anderson as specialist for social sciences and geography, Instructional Problems Section, Division of Secondary Education. Both positions are newly established. Dr. Johnson and Dr. Anderson assumed their duties with the Office, February 15.

Natural Sciences Specialist

Dr. Johnson received his B. S. degree from the University of Nebraska in 1923 and his M. S. degree from the same institution in 1931. He received his Ph. D. degree from Cornell University in 1933. He is author of numerous science publications.

Dr. Johnson began his teaching career in 1923 in the high school at Havelock, Nebr., his home State. Two years later he became supervisor of science instruction, University of Nebraska High School, Lincoln, Nebr. In 1933 he went to Cornell University, Ithaca, N. Y., as assistant professor and supervisor of teacher training in science. In 1935, his responsibilities were combined as assistant professor in Cornell University and director of teacher training in science in the Ithaca, N. Y., public schools. Dr. Johnson is president of the National Science Teachers Association. He is a member of the Association for Research in Science Teaching, the New York State Science Teachers Association, the National Education Association, and the American Association for the Advancement of Science.

Social Sciences and Geography Specialist

Dr. Anderson received his A. B. degree from Augustana College (Ill.) in 1922; his M. A. from the University of Chicago in 1928; and his Ph. D. from the University of Iowa in 1930. In 1922 he became head of the Social Studies Department in the Wyandotte, Mich., High School. His subsequent educational career includes 2 years as assistant in history (part time) at the University of Iowa; 7 years as assistant professor of history and head of the Social Studies Department, University High School, University of Iowa; and 7 years as professor of education in Cornell University, Ithaca, N. Y., and director of social sciences in the Ithaca, N. Y., high schools.

For the past 15 years Dr. Anderson has been giving courses in methods of teaching and in the supervision of teaching of the social sciences. He has directed the research of graduate students, and has supervised the in-service training of social-science teachers in the Ithaca schools during the past 7 years. He is author of numerous publications in the social-science field; co-author of a series of tests in history, government, contemporary affairs, economics, and other social sciences; and author of a widely used textbook in world history. He is a member of the National Society for the Study of Education, American Historical Association, National Education Association, and the National Council for the Social Studies of which he was president in 1940. He is a member of the Educational Research Association of the New York State Teachers Association, and of the New York State Council for the Social Studies.

Surplus Property Utilization

Determining Eligibility and Establishing Mailing Lists

THE two following statements set forth proeedure to be followed by State Edueational Ageneies for Surplus Property in preparing lists of eligible educational institutions and instrumentalities and libraries, and in eompiling mailing lists to be used by the disposal agency offices in sending notiees of offerings.

Procedure for Determining Eligibility of Educational Institutions or Instrumentalities

I. Agency Responsible for Determination of Eligibility

The U. S. Office of Education, a constituent unit of the Federal Security Agency, has been designated by that Agency as responsible for the determination of the eligibility of educational institutions and instrumentalities for the benefits provided in Surplus Property Administration Regulation 14.

II. Definition of Eligibility

A. All tax-supported educational instrumentalities are eligible for the benefits provided under Regulation 14.

A tax-supported institution which is not organized for the primary purpose of carrying on instruction or research in the public interest, but in which there is a division whose primary purpose is instruction or research in the public interest, may be eligible to receive the benefits under Regulation 14 for that division. An example of such a division is a school maintained for instructional purposes in a State prison.

B. Nonprofit institutions, tax-exempt as educational institutions under Section 101 (6) of the Internal Revenue Code are eligible claimants. Nonprofit institutions, tax-exempt as other than educational institutions under Section 101 (6) of the Internal Revenue Code may have a division whose primary purpose is instruction or research in the public interest. This division may be eligible to receive the benefits under Regulation 14 provided for educational institutions. An example of such a division is a school in a church diocese.

III. List of Eligible Claimants

A. *Tentative listing.*—The U. S. Office of Education shall submit to the Surplus Property Administration on or before January 15, 1946, a tentative list, by States, of eligible educational claimants.

B. *Permanent listings.*—The State Educational Agency for Surplus Property shall submit as soon as possible to H. F. Alves, Director, Division of Surplus Property Utilization, U. S. Office of Education, lists of the tax-supported educational institutions or instrumentalities within the State; the nonprofit tax-exempt institutions within the State; and the tax-supported and nonprofit tax-exempt libraries. The format of the lists shall be in accordance with that shown in Forms OE–1A or OE–1B.[1]

Separate lists shall be submitted for each of the eight groups: A, B, C, D, E, F, G, and H designated below in Section IV, Subsection 2, of this memorandum. Form OE–1A shall be used for groups A, B, C, and D, and Form OE–1B for groups E, F, G, and H. *Five copies of each of these separate lists shall be submitted to the U. S. Office of Edueation.*

Upon receipt of these lists, the U. S. Office of Education will verify the eligibility of the educational institutions or instrumentalities listed as the basis for establishing the certified lists of eligible educational institutions or instrumentalities. It shall submit one copy each of these certified lists to the Surplus Property Administration, the Federal Security Agency, the State Educational Agency, its Field Representatives, and retain one copy for its files.

[1] Form OE–1A pertains to educational instrumentalities and provides for listing name of State in which institution is located, legal entity, name commonly used and mailing address, and assigned certification symbol. Form OE–1B pertains to nonprofit educational institutions and provides for listing name of State in which institution is located, legal entity under which tax-exemption affidavit was obtained, name commonly used and mailing address, and assigned certification symbol.

Any additions or eorrections to these lists submitted by the State Edueational Ageney are to be made in aecordanee with the above procedure.

If on the lists submitted to the U. S. Office of Education by a State Educational Agency an institution is included whose exemption from taxation under Section 101 (6) of the Internal Revenue Code cannot be verified by the U. S. Office of Education the State Educational Agency shall be so notified. The State Educational Agency shall then advise the educational institution to file application for tax exemption under Section 101 (6) of the Internal Revenue Code with the nearest Collector of Internal Revenue. When notice of tax exemption is obtained from the Bureau of Internal Revenue by the educational institution, it shall notify the State Educational Agency which in turn shall notify the U. S. Office of Education.

As the U. S. Office of Education is officially advised of eligible educational institutions or instrumentalities not included on lists submitted by the State Educational Agencies, it shall add the names of such eligible educational institutions or instrumentalities to the certified lists.

IV. Assignment of a Certification Symbol by State Educational Agency

The certification symbol requested on Forms OE–1A and OE–1B shall be assigned by the State Educational Agency as follows:

1. The State shall be designated by the number assigned below:

Alabama	1	Nebraska	25
Arizona	2	Nevada	26
Arkansas	3	New Hampshire	27
California	4	New Jersey	28
Colorado	5	New Mexico	29
Connecticut	6	New York	30
Delaware	7	North Carolina	31
Florida	8	North Dakota	32
Georgia	9	Ohio	33
Idaho	10	Oklahoma	34
Illinois	11	Oregon	35
Indiana	12	Pennsylvania	36
Iowa	13	Rhode Island	37
Kansas	14	South Carolina	38
Kentucky	15	South Dakota	39
Louisiana	16	Tennessee	40
Maine	17	Texas	41
Maryland	18	Utah	42
Massachusetts	19	Vermont	43
Michigan	20	Virginia	44
Minnesota	21	Washington	45
Mississippi	22	West Virginia	46
Missouri	23	Wisconsin	47
Montana	24	Wyoming	48

2. The type of institution shall be designated as follows:

A—for tax-supported claimants of less than college level.
B—for tax-supported claimants of college level.
C—for tax-supported libraries.
D—for other tax-supported claimants.
E—for tax-exempt claimants (under Section 101 (6) of the Internal Revenue Code) of less than college level.
F—for tax-exempt claimants of college level.
G—for tax-exempt libraries.
H—for other tax-exempt claimants.

3. Numbers in consecutive order shall be assigned to each eligible claimant. Each group, A, B, C, D, E, F, G, and H, shall start with the number one. *The numbers shall not constitute, in any sense, a priority rating.*

Example.—A certification symbol "12–A–562" indicates an eligible tax-supported educational institution or instrumentality of less than college level in Indiana and that it is the 562d institution so designated by the State Educational Agency.

V. Notification to Eligible Claimants of Assigned Certification Symbol

The State Educational Agency is responsible for notifying each eligible educational institution or instrumentality on the certified lists submitted to it by the U. S. Office of Education of the certification symbol assigned. The State Educational Agency shall not notify an educational institution or instrumentality of the certification symbol until its eligibility has been certified by the U. S. Office of Education.

Such notification shall include the following statement:

Your certification symbol must appear as required on all forms as well as on all correspondence.

(S) H. F. Alves,
Director, Division Surplus Property Utilization, U. S. Office of Education.

(S) Robert C. Ayers,
Director, Office of War Property Distribution, Federal Security Agency.

(S) W. Stuart Symington,
Surplus Property Administrator.

Procedure for Establishment of Mailing Lists for Receipt of Notices of Offerings of Surplus Property by Educational Institutions and Instrumentalities

State Educational Agencies

As of January 11, 1946, the Governors of 36 States had responded to Commissioner John W. Studebaker's request that they, or the legislatures, establish and maintain a State Educational Agency for Surplus Property, with the functions set forth in Educational Surplus Property Memorandum No. 1, to assist eligible public and private educational claimants to obtain such available surplus property as they need and can effectively utilize. It is expected that responses from the other 12 States will be received in the near future.

Governors of 29 States had established a State Educational Agency for Surplus Property. These States are: Alabama, Arkansas, Colorado, Connecticut, Delaware, Georgia, Idaho, Indiana, Kansas, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Missouri, Montana, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and Washington. Of the 29 State agencies, the Governors had designated 18 existing agencies to perform these functions, of which 14 were the State boards or departments of education and 4 were existing over-all State surplus property boards. The Governors in 11 States created new State agencies consisting in membership of from 3 to 15 persons representative of public and private educational institutions and instrumentalities and libraries.

Note.—As School Life goes to press, a few States have not reported their Surplus Property Organization to the Office of Education. However, the following States may now be added to the above list: California, Illinois, Nevada, New Jersey, Wyoming.

Names and addresses of executive officers or directors of State educational agencies for surplus property as reported may be obtained by writing to H. F. Alves, Director, Division of Surplus Property Utilization, U. S. Office of Education, Washington 25, D. C.

I. Notices of Surplus Property Available for Disposal

Notices of surplus property available through the Reconstruction Finance Corporation may come from three sources:

(a) The regional disposal agency office of the Reconstruction Finance Corporation serving an area in which the State is located;

(b) The regional disposal agency offices of the Reconstruction Finance Corporation serving areas in which the State is not located;

(c) The National Office of the Reconstruction Finance Corporation in case of Nation-wide offerings.

II. Regional Notices of Offerings

Catalogs of available surplus property are issued periodically by the 42 regional disposal agency offices of the Reconstruction Finance Corporation. These catalogs are known as "Notices of Offerings" and are for use by Federal, State, and local governments and by educational institutions and instrumentalities. Notices of offerings are for specific periods of time and property listed therein is reserved for the eligible claimants for the specified period of time indicated.

A list of the regional disposal agency offices of the Reconstruction Finance Corporation and the areas served is attached.

Regulation 14 of the Surplus Property Administration provides that the disposal agencies in cooperation with the Federal Security Agency shall "adopt procedures which will allow nonprofit institutions and instrumentalities to receive notices of what surplus property is available or offered for sale within the area in which the offering is made."

III. Mailing Lists for "Notices of Offerings" Within a Region

It is not feasible to send notices of offerings to every educational institution or instrumentality within the State but they should be sent to strategic points within the State to insure that every educational institution or instru-

mentality has the opportunity within a reasonable travel distance to inspect the notices of offerings.

It is suggested that, as a maximum, the following be included in the mailing list for notices of offerings for a State:

(a) State Educational Agency for Surplus Property.

(b) Any State board or commission deemed appropriate, such as State Library Commission, State Board of Education, State Board for Vocational Education, etc.

(c) County superintendents of schools.

(d) School superintendents and business managers in cities or districts of more than 10,000 population.

(e) Libraries in cities of more than 25,000 population.

(f) Appropriate administrative units, such as dioceses, of nonpublic schools.

(g) Procurement officers of all colleges and universities.

Subtractions or additions to this list should be made as necessary to conform to the educational organization within the State.

IV. Compilation of Mailing Lists for Notices of Offerings Within a Region

The State Educational Agency is requested to compile, as soon as possible, a mailing list for notices of offerings in accordance with section III above.

The mailing list shall show:

(a) The commonly used name of the educational institution or instrumentality;

(b) The mailing address;

(c) The name of the individual to whom notices of offerings should be sent.

Changes in mailing lists can be made as necessary from time to time by notification to the Field Representative of this Office.

Mailing lists are to be submitted by the State Educational Agency to the Field Representative of this Office. The Field Representative will send one copy of the mailing list to each regional disposal agency office of the Reconstruction Finance Corporation serving an area in which the State or part of the State is located; one copy to the U. S. Office of Education; and will retain one copy.

If the State Educational Agency prefers to distribute the notices of offerings itself rather than have them mailed directly to the educational institutions and instrumentalities by the regional disposal agency office, it may do so. Sufficient copies will then be mailed to the State Educational Agency by the regional disposal agency office for redistribution to the educational institutions and instrumentalities on the mailing list.

V. Notification of Educational Institutions and Instrumentalities Regarding Inspection of Notices of Offerings

The State Educational Agency is responsible for notifying each eligible educational institution or instrumentality within the State (a) of the nearest place where it can inspect notices of offerings and (b) whenever a given notice of offering is available.

VI. Notices of Offerings From Other Regions of the Reconstruction Finance Corporation

The U. S. Office of Education is requesting that copies of "Notices of Offerings" from each of the 42 regional disposal agency offices of the Reconstruction Finance Corporation be sent to each of the 48 State Educational Agencies.

VII. Notices of Offerings of Surplus Property Available in a Nation-Wide Offering

Certain kinds of property will be made available through national programs. State Educational Agencies will be notified of these offerings and will be responsible for transmitting such notices of offerings to the educational institutions and instrumentalities on the mailing list.

(Signed) H. F. Alves,
Director, Division Surplus Property Utilization, U. S. Office of Education.

(Signed) Robert C. Ayers,
Director, Office of War Property Distribution, Federal Security Agency.

Diet Survey by Social Studies Class

A diet survey of all students registered in the Eau Claire, Wis., State Teachers College during the 1945 summer session, was conducted by members of the social-studies methods class under the direction of John E. Hoar, instructor.

The aims of the survey were to determine the diets of the 202 students with the view of improving their health; to give members of the class training in conducting a survey and some understanding of research work; and to encourage teachers to use community surveys in the teaching of the social studies.

The personal interview method was used. In advance each student was asked to record the food eaten on a specified day. When the returns were tabulated by the class it was found that 63+ percent of the students had an adequate diet, 21+ percent had an average diet, and 14+ percent had an inadequate diet.

School Administrators Regional Conferences

Still handicapped by limitations upon travel and living accommodations, the American Association of School Administrators is repeating its convention pattern of 1944, according to announcement. Regional conferences were scheduled this year for Kansas City, Mo., February 20–22; Atlanta, Ga., February 25–27; New York, N. Y., March 4–7; and Chicago, Ill., March 12–14.

"The Unfinished Task" was chosen by President Charles H. Lake, superintendent of schools, Cleveland, Ohio, as the theme for general session programs of the conference. Adjustments to new needs brought about by the war and its consequences are reflected in many of the topics assigned to speakers on the programs of the sectional meetings.

Topics for consideration include: The delay in carrying out provisions of the Surplus Property Act as it affects the disposal of no-longer-needed war supplies of educational value to schools; a permanent program of general adult education with emphasis on ironing out difficulties associated with the program of education for veterans; a health and physical education program available to all American youth; school building programs; and new responsibilities of education in international relations. The role of the schools in the activities of cultural and scientific exchange undertaken by UNESCO is being outlined.

EDUCATION

"Although the major responsibility for financing education rests with the States, some assistance has long been given by the Federal Government. Further assistance is desirable and essential. There are many areas and some whole States where good schools cannot be provided without imposing an undue local tax burden on the citizens. It is essential to provide adequate elementary and secondary schools everywhere, and additional educational opportunities for large numbers of people beyond the secondary level. Accordingly, I repeat the proposal of last year's Budget Message that the Federal Government provide financial aid to assist the States in assuring more nearly equal opportunities for a good education. The proposed Federal grants for current educational expenditures should be made for the purpose of improving the educational system where improvement is most needed. They should not be used to replace existing non-Federal expenditures, or even to restore merely the situation which existed before the war.

"In the future we expect incomes considerably higher than before the war. Higher incomes should make it possible for State and local governments and for individuals to support higher and more nearly adequate expenditures for education. But inequality among the States will still remain, and Federal help will still be needed.

"As a part of our total public works program, consideration should be given to the need for providing adequate buildings for schools and other educational institutions. In view of current arrears in the construction of educational facilities, I believe that legislation to authorize grants for educational facilities, to be matched by similar expenditures by State and local authorities, should receive the favorable consideration of the Congress.

"The Federal Government has not sought, and will not seek, to dominate education in the States. It should continue its historic role of leadership and advice, and, for the purpose of equalizing educational opportunity, it should extend further financial support to the cause of education in areas where this is desirable."

From: Message of the President on the State of the Union and Transmitting the Budget for 1947.

Principles Governing School Lunches

The following statement of prineiples governing school lunches has been issued by The Joint Committee on Health Problems in Education, of the National Education Association and the American Medical Association.

☆

The Joint Committee affirms the following fundamental principles governing the school lunch:

1. The school lunch, contributing as it does to the child's nutrition, is a fundamental factor in the general health of that individual and, therefore, necessarily becomes a part of the school health program and, therefore, of the educational program as a whole.

2. The school lunch inevitably contributes positively or negatively to the child's education and, therefore, constitutes a vital part of the child's educational experience.

3. Since many pupils, especially in rural areas served by consolidated schools, live too far from school to go home for lunch and many children of working parents eat lunch away from home, the school lunch occupies a place of great importance.

4. The school lunch should be planned primarily for its nutritional and educational significance and should not be used as means of making profit for the school or for a concessionnaire. In some instances where children cannot pay the full cost of their lunch, arrangements must be made for feeding certain children free. In other instances, all children may have to be fed at a deficit which may have to be met from outside funds or by the utilization of available foods (surplus, or donations) for which no payment in cash needs to be made.

5. Because of its nutritional and educational implications the school lunch should emphasize foods of fundamental nutritional importance. Candies and soft drinks are not in themselves objectionable unless emphasized at the expense of basic foods or unless they are exploited for profit.

6. The sanitation of the school lunch is important because of the immediate harm that can result from contaminated, spoiled, or infected food. Even when no demonstrable catastrophe occurs, the slovenly or unsanitary handling of food is an unfavorable educational experience for those who participate in the serving or consumption of food under unsatisfactory or other undesirable conditions. The sanitary requirements for school lunches have been set forth by the Joint Committee in another publication entitled *Sanitary Requirements for School Lunches.*

7. In view of the educational significance of the school lunch, The Joint Committee believes that regardless of the source of funds, food supplies, or other contributions, the administration of the school lunch program should be a function of the department of education, with sanitary supervision by the department of health. Financial aid from outside sources should be made available under conditions which do not interfere with local control of the projects to meet local needs.

8. Every advantage should be taken of technical assistance available, from State or Federal sources if such technical assistance is not available locally. Continuous efforts are necessary to provide more trained persons for work in connection with school lunches.

9. The popular principle of a hot dish with the school lunch does not in itself assure a significant contribution to the child's nutrition unless the hot dish is composed of foods which tend to make a balanced diet when eaten in conjunction with the customary box or pail lunch, consisting of sandwiches and dessert. In certain localities and at certain times of the year, a fruit or vegetable salad would be far more valuable than merely serving a hot dish.

Past and Present of School Lunches

by Mrs. Paul H. Leonard, National Congress of Parents and Teachers

At a recent conference on the need and proposals for a Comprehensive Research Program on School Lunches sponsored by the Cooperating Committee on School Lunches and held under the direction of the Bureau of Human Nutrition and Home Economics in the U. S. Department of Agriculture building in Washington, D. C., Mrs. Paul H. Leonard, Chairman of School Lunches Committee, National Congress of Parents and Teachers, presented a paper on "The Past and Present of School Lunches." Below are various excerpts from Mrs. Leonard's paper.

The value of school lunches to the physical and mental well-being of children was recognized in Europe a century and a quarter ago.

The first provision for school meals of which there is any record was made in Munich, Germany in 1790, when soup kitchens were started as part of a campaign against vagrancy. This school feeding movement spread throughout Europe. In France school lunches as a national project began in 1849; school funds were made available in 1882 to maintain school restaurants.

The movement spread to England and in 1866 in London "The Destitute Children's Dinner Society" was established. The provision of school lunches became a national issue during the Boer War when a British Army general stated that only two out of every five men who wished to become soldiers were physically fit. An investigation made by a committee appointed by Parliament showed that malnutrition was the chief cause, and this condition was believed to be of major importance during school years.

In 1905 there were 158 voluntary organizations and a total of 360 feeding projects in England. For the most part these were conducted by teachers. There was no attempt to do more than to give immediate relief to distress. Public funds were used for school feeding only when no private funds were available. In 1906 the "Provision of Meals Act" was passed. This law transferred school feeding from charities to local educational officials.

First in National Legislation

Holland was the first country to have national legislation specifically for school feeding through a law passed in 1900 authorizing municipalities to provide food and clothing for all school children in both public and private schools "who were unable because of lack of food and clothing to go regularly to school, or to those who would not continue to attend school regularly unless food and clothes were provided."

By 1913 school feeding had received wide recognition and had been made the subject of national legislation in France, Switzerland, Holland, Great Britain, Italy, Denmark, Finland, Austria, and Belgium. Shortly after that time legislation was enacted in Spain and Russia. In Sweden, Norway, and Germany the provision of school lunches was carried on through extensive municipal legislation. In Great Britain during the school year 1938–39 nearly 700,000 children in schools received free meals. In terms of total school enrollment this meant that about 12 percent of all school children in England and Wales received free milk; about 1 percent free solid meals; and nearly 3 percent received both free meals and milk.

Although school feeding was not undertaken on a national scale in any of the countries of Central or South America until the late 1920's, the rapid development of lunchroom programs in the last few years indicates that the Latin American countries are beginning to meet the serious problems of child malnutrition.

Interest Throughout the States

The schools of the United States have been interested in school lunch programs for many years, but compared with some European countries this country has been relatively slow in coping with the problem of malnutrition in school children on a national basis.

In practically every State of the Nation interest in a school lunch program of some kind dates back for many years, even though the projects 50 years or more ago were more or less sporadic.

* * * * *

Cities Surveyed

A survey of school feeding made in 1918 by the Bureau of Municipal Research of New York in 86 cities of more than 50,000 population, revealed that some provision was being made for lunches in high school in 76 percent of the cities, and in only 25 percent of the elementary schools. Apparently elementary school children were presumed not to need lunches at schools as they could ordinarily go home for the noon meal. The services, however, in high schools were considered only a convenience to the school children who for the most part lived too far away from the school to eat lunches at their homes, and not a means of improving their nutrition. In fact, only five high schools indicated that the lunch had been established to combat malnutrition.

To a great extent this was a cafeteria service provided by paid lunchroom managers and workers, or operated on a concession basis. The food in some cases was sold at a cost sufficient to cover all expenses involved, or at a profit, as a fund-raising enterprise for the concessionaire.

Concern in Rural Areas

There was concern shown during this same period over school lunches served in rural schools. Children did not live near enough to go home at noon. As a rule they did not have as much ready money to spend as city children had. Parent-teacher associations and extension workers cooperated with schools in setting up plans for school lunches in order to provide a more complete and palatable lunch for these children. Sometimes parents took turns in supplying a hot dish to supplement the cold packed lunch brought from home. Again teachers in many schools provided this hot dish with funds from their own salaries; or a common arrangement was sometimes agreed upon for the children to contribute food for the hot dish which was prepared by the teacher in the classroom.

Ingenuity was often displayed by various communities in obtaining equipment and maintaining lunches. This

was usually done under some cooperative planning of teachers, parents and local groups, such as a parent-teacher association, farm women's group and church societies. This type of lunch program was most popular in consolidated schools, to which children traveled long distances by means of school transportation facilities, in smaller schools located in cold climates, and in the majority of the others during the winter months.

The 1911 Extension Bulletin No. 19, published by the University of Minnesota, describes a plan taking the form of an extension of the domestic science work. This bulletin gives the amount of equipment needed for a one-room rural school, the facilities to be used in preparing and serving the lunch, and includes the teaching of food values.

* * * * *

Momentum Gathered

With the depression of the 1930's accompanied by the paradox of hunger—when there were large crop surpluses—the school lunch movement began to gather momentum. The danger of malnutrition among school children became a matter of national concern. Local funds were inadequate where the need was greatest.

The Bureau of Home Economics and Extension Service of the U. S. Department of Agriculture through their State representatives began to do some work in rural areas to develop techniques for providing lunches in rural schools. At the same time the Division of Home Economics of the U. S. Office of Education through its home economic supervisors in States assisted in coordinating school lunch activities with the work of home economic departments in the public high schools. The National Congress of Parents and Teachers, realizing that it needed more than a casual understanding, began to give particular thought to the school lunch programs. The American Red Cross and other groups and organizations began to feed indigent children in scattered localities.

In 1933 the Federal Government first gave financial aid to the school lunch programs. It was as a work project to provide relief employment for the unemployed. In 1933 the Reconstruction Finance Corporation made loans to several towns in southwestern Missouri for the payment of labor to prepare and serve school lunches. This work was expanded in 1933–34 under the Civil Works Administration, and the Federal Emergency Relief Administration. Next came the Works Progress Administration in the school lunch field. In March 1940–41 about 2,000,000 children were served on the WPA program. This program continued under the Works Project Administration.

The State of New York, in 1934, appropriated $100,000 for serving free lunches and milk to poor children. Local boards of education, and 15 States had enacted legislation by 1937.

The Works Project Administration entered extensively into the school lunch field. The programs were developed and supervised directly by the Federal Government. Under the WPA $37,000,000 was spent in 1 year on school lunch projects. For the most part these projects had little opportunity to be made educational activities, and as a result failed to accomplish what school authorities and communities wanted.

* * * * *

At the same time farmers were struggling with the problem of food surpluses, and were in need of assistance. To relieve the farmers the Federal Government purchased and distributed great quantities of foods to school lunch programs throughout the Nation. This distribution was made to schools without any particular thought given to the nutrition of the school children or to the program as an educational activity.

Emphasis Shifted

By this time it was a known fact that good nutrition was no longer merely a question of having enough food. It meant having the right kinds of foods, a balanced diet including especially, enough of the protective foods. A child may have so-called normal weight and still be poorly fed. Emphasis was thus shifted from undernourishment to malnutrition.

Medical science found nutrition an important factor in the incidence or intensity of an increasing number of diseases and disorders. Minor dietary inadequacies are recognized as contributing causes of irritability, debility, and other ills—mental, nervous or physical. These may not be classed as illnesses, but they meant a failure to enjoy sound and robust health.

In the case of school children these health deficiencies meant inability to concentrate on studies, lack of interest in school work, and other undesirable attitudes.

It was then that nutritionists turned the emphasis from minimal standards of diet, the food intake that will sustain life and prevent obvious deficiency diseases, to optimal standards, the food intake that will make possible the full measure of physical and mental vitality and stamina of which a person is capable.

In 1935–36 in a Nation-wide dietary survey made by the Bureau of Home Economics it was found that only 27 percent of our families had diets rated as good, 38 percent classified as fair and 35 percent as poor. Of the families living in cities 20 percent had good diets; 45 percent fair and 35 percent poor. On the farms one-half had good diets, one-fourth fair, and one-fourth poor. Good diets were found in most instances at that time in families with good income. Lack of funds prevented many from buying necessary foods.

In 1935 Congress set aside 30 percent of the customs receipts to be expended in improving farm markets and to distributing such surplus commodities to schools for use in their school lunch programs. In 1937, 3,839 schools and 342,031 children of the United States were receiving lunches at school. With Federal assistance available from two sources, namely, supervisors and workers employed through the WPA funds, and food furnished through the Surplus Marketing Administration, an increasing number of schools were able to furnish lunches entirely free to many children, especially those from needy families.

* * * * *

Early in 1943 war needs brought about the abolishment of the Works Progress Administration and the disappearance of food surpluses. Statistics, however, indicate that the high-water mark for schools in the United States serving lunches to children attending them, was reached in that year; estimates of schools doing so running as high as 90,000.

The Food Distribution Administra-

tion of the War Food Administration, successor to the Surplus Marketing Administration, then announced a plan of aiding school lunches through cash indemnities. This received Congressional approval for the period of 1 year through an amendment to the Agricultural Marketing Act. The Food Distribution Administration was authorized to spend 50 million dollars to indemnify schools on the basis of specified types of school lunches. In 1944 approximately 4,445,000 children in about 30,000 schools were receiving lunches or milk paid for in part by the Food Distribution Administration. Of these 12 percent were served free meals, 4 percent served at less that prevailing charge, and 32 percent were served milk only. The remainder paid the prevailing charge, which was less than cost. Sixty-six percent were given type A or complete meals. The State departments of education of a number of States were cooperating closely with this school lunch program.

The U. S. Office of Education estimated that in that same year about 30,000 additional schools provided school lunches for about 4,000,000 students without participating in the Federal program. This would make a total of 60,000 schools and over 8,000,000 children in 1944 participating in school lunch programs.

The enrollment figure for the Nation's elementary and high schools, public and private schools at that time was 27,000,000. Roughly speaking about one-third of the Nation's school children in about one-fourth of the schools of the United States had school lunch programs during that year.

* * * * *

State Legislation

Twenty-three States have enacted State legislation in regard to school lunches since 1939. A few provided generous State appropriations; others merely authorizing the use of school funds for school lunch purposes. In many communities and States trained supervisors were not provided, as a result the programs have fallen short of their greatest possible effectiveness. An Office of Education circular shows that in 1944 there were 23 States and Hawaii that had some sort of school lunch legislation. South Carolina, Georgia, Tennessee, Rhode Island, North Carolina, Mississippi, Kentucky, Utah, Alabama, Arkansas, Florida, Hawaii, Illinois, New Mexico, New York, Connecticut, Louisiana, Massachusetts, Minnesota, Pennsylvania, Vermont, Virginia, West Virginia, and Wisconsin have State supervision. The first 8 States have anywhere from 2 supervisors to 58 supervisors per State. The remaining States have one worker each.

It is encouraging that in a growing number of States funds and a staff have been provided by the State legislators, or through other means, to assure close supervision over this entire school service in the county and local school districts. In States in which the responsibility of the State school authorities have been limited, school lunches have developed more slowly and less satisfactorily.

The services of nutritionists employed through the Maternal and Child Health Divisions, from monies sent from the U. S. Children's Bureau have been utilized in many States in consultation services pertaining to school lunches. In some States these nutritionists have cooperated with State Nutrition Committees in conducting school lunch workshops at State colleges for workers on school lunch programs. These workshops have been especially beneficial as so few workers have been trained for their jobs.

Food handler's schools planned and conducted by State health departments have also been held in many States for labor employed on school lunch projects. The health departments have given certificates to those completing the course.

Where schools have shown sufficient vision and provided technically trained personnel the school lunch program has served two excellent purposes. It has militated against malnutrition by providing school lunches at cost to those able to pay and at less than cost or entirely free to those unable to pay. It has also been an excellent means of providing many important types of education—that relating to the purchase, selection, preparation, conservation, serving and eating of foods. Only a few of the most progressive school systems have utilized the school lunch for instructional purposes as well as for feeding children. It could and should be used as an integral part of the instructional programs in health education, science education, home economics, and many other fields. School lunches should provide activities through which these textbook types of education are reinforced and impressed in normal life situations. There has been a noticeable change in attitude toward such a program in the past 3 or 4 years. Interest is rapidly spreading, reaching into all States.

Another circular gives statistical information as to the number of lunchrooms operating in the schools during the 1944–45 school year where Federal assistance was given, and showing the number of children participating in such lunches. It may be noted that approximately one child out of every six had a school lunch provided from this source. The lunch or services provided vary from a single hot dish, or a glass of milk, per child to supplement lunches brought from home, to meals which are complete nutritionally and quantitatively.

Estimates secured through the U. S. Office of Education show that in October 1944 in cities over 100,000 population, of the 89 total school systems with 9,000 schools and an enrollment of 5,386,000 only 3,420 or 38 percent, representing 2,693,000 children served lunches to 2,423,700 children. In cities with from 30,000 to 100,000 population where there are 255 school systems or 4,700 schools with an enrollment of 2,190,000 only 1,690 or 36 percent were served lunches—and these lunches were served to only 635,100 children. In cities from 10,000 to 30,000 where there are 740 school systems with 6,275 schools and an enrollment of 2,255,000 children, only 2,320 of these schools or 37 percent served lunches to only 451,000 pupils each day. And in cities from 2,500 to 10,000 population where we have 2,166 school systems with 9,000 schools and an enrollment of 2,651,000 pupils, only 2,880 schools or 32 percent were daily serving lunches to 503,700 children. The estimates further showed that of the 28,975 schools in cities enrolling 12,483,000 pupils—only 10,310 schools or 36 percent were serving lunches to 4,013,000 pupils. At the same time, of the 184,200 rural schools with an enrollment of 10,835,000 pupils, only 40,500 schools or 22 percent were serving lunches to 3,033,800 pupils.

(*Turn to page 26*)

Bibliography of Art Courses of Study

THE U. S. Office of Education receives many inquiries for lists of recent courses of study. One of the fields in which there are frequent requests is that of art. This unit listing art courses is third in a series of course-of-study bibliographies being issued at intervals by the Office. The material was prepared by Souci Hoover, Elementary Supervisor, Coffee County, Tenn. Descriptions of the courses are limited to the fine arts aspects.

The first unit of the series, published in two installments, listed language arts courses; the second, also in two installments, listed science courses. The series began in the February 20, 1945, issue of Education for Victory.

Courses of study listed in the series cannot be purchased from the Office, and only those marked with an asterisk () are available for interlibrary loan from the Office Library. Requests for such loans should be made through the local library, and should be addressed to the U. S. Office of Education Library, Washington 25, D. C.*

☆

Elementary School Level

Kindergarten-Primary

INDIANA

*1. Indiana. State Department of Public Instruction. *A Good Start in School. A Curriculum Handbook for Primary Teachers.* Indianapolis, The Department, 1944. 184 p.

This bulletin presents no definite formula, or specific methods to be followed, but only general suggestions applicable for use in any primary teaching situation. Following the introduction this publication is divided into three sections: (1) A Good Start in School, (2) Growth Through Experiences, (3) Home and School Relationship. Appreciation in the arts is discussed, emphasizing the need of providing experiences as a background for expression and appreciation. Materials for art and craft work are listed, suggesting many uses of materials without expenditure of money. Suggested types of experiences and desirable activities provide opportunity for an enriched program. Evaluation and the important part it plays in the child's growth are discussed. Many illustrations are included.

MICHIGAN

2. Grand Rapids. Public Schools. *Early Elementary Curriculum, Creative and Appreciative.* Vol. III, 1944. 137 p. Mimeographed.

This revision of earlier courses deals with nature, literature, oral and written expression, fine and practical arts, dramatization, and music for the early elementary grades. Art occupies 31 pages. Specific factors in teaching art are discussed as: Integration, many kinds of children, planning, giving help and guidance, care of materials, evaluation. Desired growths in the early elementary grades are presented in terms of social living, knowledge, and skills. There is an extensive list of suggested experiences. A bibliography is included.

NEW JERSEY

3. Gloucester City. Public Schools. *Course of Study for Grade One.* 1941. 82 p. Mimeographed.

Art occupies a section of this course of study. Minimum essentials, aims, materials, activities, experiences, and suggestions for picture study are outlined. A bibliography is included.

NEW YORK

4. Olean. Public Schools. *Outline for Primary Grades.* 1943. 129 p.

This outline for grades 1–3 includes all subject fields. There is an art outline for each primary grade presented in the form of aims, types of art experiences, procedures, and attainments.

OHIO

5. Cincinnati. Public Schools. *A Try-Out Manual for Kindergarten Curriculum.* (Bulletin 60.) 1941. 142 p. Mimeographed.

Divided into five sections including general objectives, development of the 5-year-old child, growth through educative activities, aid for measuring growth, and looking forward. Suggestions are presented for activities and experiences that will guide the young child through the period of adjustment from home to school life. Art expression is important in the development of the child. Creative art expression can be developed by attractive environment, variety of experiences and media, utilization of developmental stages. Included are suggested uses of material and criteria for evaluation.

6. ——— ——— *The Primary Manual. A Teachers Guide. Kindergarten and Grades 1–2–3.* (Curriculum Bulletin 95.) 1942. 578 p.

This publication incorporates into one volume materials refined and edited from all the former curriculum guides for kindergarten and grades 1, 2, and 3. The basic aims of education on the primary level—to socialize the child, to promote his physical well-being, and to equip him with certain fundamentals—are not allocated one to each grade but permeate the entire 4 years. The section on art occupies 40 pages. The philosophy of art teaching is introduced followed by the objectives. The scope and sequence of the program is discussed. A chapter discussion is devoted to each of the following: Appreciation, design and color, graphic expression, media and processes, plastic materials, construction and handwork, posters and lettering.

Courses of Study

The U. S. Office of Education Library is a depository for all types of courses of study from many States, cities, and counties throughout the country.

In 1938 the publication, *A Survey of Courses of Study and Other Curriculum Materials Published Since 1934*, Bulletin 1937, No. 31, was issued. This bulletin summarized course of study materials received through 1937. No follow-up study has been made from 1938 to the present time. In 1944 the Office of Education Library issued a request for courses of study from 1941 on. This fact determined the choice of the date, 1941, as the starting point for a series of bibliographies in curriculum fields that are of current interest to teachers and curriculum committees. These have appeared from time to time in *Education for Victory* and are continuing in SCHOOL LIFE through the cooperative efforts of the U. S. Office of Education Library and specialists in the various service divisions.

The listing of courses in any bibliography of this series will be limited to those received by the Library in response to its request for material, or those sent in voluntarily. Courses of the following types are not included: (1) Those in outline form which constitute merely directions for work, (2) lesson assignments or outlines based on a specific text or texts, (3) those consisting largely of quotations from various authorities or from course of study sources, and (4) those which are not dated.

There are charts listing the kinds of waste and discarded materials available, with suggested uses, and evaluation of art expression. An extensive bibliography is included.

7. Paulding. Board of Education. *Course of Study. Grades 1–3.* 1941. 43 p. Mimeographed.

In this study for grades 1, 2, and 3, art is presented briefly. It is outlined in its relationship to the child's home, school, and community experiences. A few references are included.

TEXAS

8. San Antonio. Public Schools. *A Tentative Course of Study for Grades 1, 2, and 3.* 1942. Unpaged. Mimeographed.

Art occupies a section in this general course of study. The objectives and course outlines are presented for grades 1–2–3. Suggested procedures and activities are included for units on color, design, lettering, figure drawing, clay modeling, and landscapes.

WASHINGTON

9. Vancouver. Public Schools. *A Guidebook for Primary Teachers.* Grades 1–3. 1942. 96 p. Mimeographed.

This revised guidebook consists of 10 sections dealing with instructions for primary teachers in Vancouver schools and the program of work. A brief outline on art includes lists of activities and experiences.

Intermediate and Upper Grades

CALIFORNIA

10. Bakersfield. Public Schools. *Art. Grades 7–8.* 1943. 9 p. Mimeographed.

Content of the course for grades 7–8 is outlined consisting of color, design, drawing and sketching, painting, lettering, and crafts. Supplementary materials are listed including reference books for teachers.

MICHIGAN

11. Grand Rapids. Public Schools. *Later Elementary Curriculum. Creative and Appreciative.* Vol. V, 1944. 126 p. Mimeographed.

This volume of the series continues a similar development of the subject fields as in the *Early Elementary Curriculum Guide,* but includes grades 3–6. The meaning of fine art and the nature of expression are discussed followed by presentation of art interests at various grade levels.

NEW YORK

12. Olean. Public Schools. *Outline for Upper Grades 7–8.* 1945. 238 p. Mimeographed.

Fashioned after the *Outline for Primary Grades,* this publication is developed to provide for the transition from the elementary grades to high school. An art outline is included for each grade, listing the aims, types of experiences, procedures, and attainments.

WASHINGTON

*13. Washington. State Department of Public Instruction. *Guides to Teachers. Art Activities for a Unit on Latin America. Intermediate Grades.* (Instructional Service Bulletin 6.) 1942. 17 p. Mimeographed.

Suggested art activities to be integrated with some phase of Latin-American life are discussed as providing a means of developing understanding and appreciation of the culture of our American neighbors. The activities include references and sources for material as: Exhibits, models and modeling, murals, picture maps, weaving, pottery, wood carving, and chalk talks.

Total Elementary Grade Range

ALABAMA

14. Anniston. Public Schools. *Tentative Outline for Enriching Centers of Interests.* 1941. 10 p. Mimeographed.

Activity interest, objectives, and materials needed are listed for grades 1–6. Some of the activities are clay modeling, painting, drawing, paper cutting and tearing, and soap carving. A few references are suggested for use in art and handicraft work.

CALIFORNIA

15. Delano. Public Schools. *Curriculum Guide.* 1943. 136 p. Mimeographed.

The objectives of elementary education are presented, followed by suggestions for use of this program. General objectives are listed for art with outline for each grade, including observation, representation, construction, color, design, lettering, creative expression in different media, art in dress, interior decoration, and evaluation.

16. Fresno. Public Schools. *Fine Arts and Music, Grades Kindergarten–6.* 1941. 157 p. Mimeographed.

This teachers' guide is a result of cooperative efforts of many people extended over a long period of time. A general philosophy unit and a general art unit are followed by more specific methods and units. Each unit is presented as follows: Initiation of the unit, development of the unit, experiences in which the children and teacher may engage, and anticipated outcomes of the unit. Correlations are emphasized particularly between music and art, the sixth grade unit being "The Story of Music." An art ability chart is included. There are sections devoted to primary and upper grade art with illustrations of directed and original art involving fundamental shapes. Aids to teachers in developing specialized art activities and skills are presented, including many illustrated Christmas card suggestions.

17. Fresno County. Board of Education. *Manual. Public Schools.* 1941. 325 p.

A discussion of art is followed by the listing of general objectives. Many suggestions are included for use of materials as: Papier mâché, clay, dyes, powder tempera, corrugated paper, and finger paints. An extensive bibliography is included.

18. Long Beach. City Schools. *Guide to Painting in the Elementary Schools.* 1944. 33 p. Mimeographed.

Three sections: Beginning Experiences, Teaching Techniques, and Meeting Art Needs in Units are discussed, presenting classroom experiences in conversational style with suggested activities in each field. Selected reference materials are included on prints available in audio-visual department, illustrated animal books, and books available in teachers' library.

*19. Los Angeles. City School District. *Instructional Guide for Teachers of Elementary Schools.* 1942. 157 p. (School Publication No. 38.)

Art is included in this guide containing discussions on 14 subject fields as they relate to the instructional program of kindergarten through grade 6. Emphasis is placed on providing each child with the opportunity to observe and appreciate the world about him, to express creatively and in personal living principles of art and beauty, and to acquire such techniques as will enable him to express his ideas. The outline for developing the instructional program in art for all grades is accomplished by establishing important objectives, making the program effective, and appraising pupil accomplishment.

*20. ——— ——— *Course of Study for Elementary Schools.* 1942. 301 p.

This course of study, similar to the *Instructional Guide for Teachers of Elementary Schools,* deals with the basic areas of learning and teaching experiences. Art is presented in outline form in terms of what is taught, pupil achievement, and materials of instruction. For kindergarten through grade 6.

21. Los Angeles County. Public Schools. *Course of Study for Elementary Schools of Los Angeles County.* 1944. 252 p.

This course of study is a revision of a previous course. Emphasis is placed on thoroughness of learning rather than the mere covering of material. It is organized similarly for kindergarten through grade 8. Art is presented by developing enjoyment of, interest in, and sensitivity to color, form, and texture, in everyday living, using art media as means of creative expression for enjoyment, experimenting with and learning the techniques and skills of handling materials and tools, and developing ability to evaluate personal achievement and achievements of others.

22. Santa Monica. City Schools. *Art. Elementary.* 1941. 9 p. Mimeographed.

The general outline, including aims, attainments, materials, activities, and teacher references and helps, is presented for grades 1–6. The activities are correlated with suggested units for each grade.

23. Tulare County. Board of Education. *Teacher's Guide.* 1941. 141 p.

The objectives of self-realization, human relationship, economic efficiency, and civic responsibility are broken down into specific statements which furnish criteria for teachers in evaluating their own schools. All subject fields are presented. Art occupies 14 pages. General aims with suggestions for correlations are presented. Grade expectancies for art are discussed under the groupings: Primary, intermediate, and upper.

24. Ventura County. Board of Education. *Teacher's Guide. Early and Later Childhood. Grades 1–6.* 1942. 158 p.

One section of this guide, presenting all the subject fields for grades 1–6, includes art. General art objectives, criteria for selection of art experiences, suggestions on how to develop an appreciation of art, and suggested experiences for elementary school children are discussed. Evaluation is emphasized, each child's product to be judged according to his stage of development. It is to be judged by the child's standard, not by an adult standard.

COLORADO

25. Colorado. State Department of Education. *Course of Study for Elementary Schools.* Denver, The Department, 1942. 724 p.

This is a revision of the former elementary course of study. It is divided into sections representing all the subject fields. Art occupies 36 pages. Suggested procedures and outcomes are presented for each grade with a discussion of art experiences. These experiences are listed under such headings as: Picture building, drawing, color, painting, crafts, modeling, and appreciation. Following this discussion there is a list suggesting things to do with directions. The suggested art activities can be carried out by teachers in average teaching situations. The bibliography contains books which will be found helpful in utilizing inexpensive and waste materials for art work.

IDAHO

26. Idaho. State Department of Education. *Curricular Guide Adaptable to Elementary Schools of Idaho.* Boise, The Department, 1943. 146 p. Mimeographed.

An overview is presented on philosophy, content, and procedures adaptable to the elementary schools of Idaho. Art is discussed by group levels: Grade 1, upper primary, intermediate, and upper grades. No fixed program is recommended, but suggestions are presented to stimulate interest and foster curricular progress. Emphasis is placed on integration, including helpful suggestions for accomplishing this purpose.

ILLINOIS

27. Chicago. Board of Education. *Art. Elementary Schools.* 1942. 52 p. Mimeographed.

Special attention is given to the teaching of creative art based upon the interests, needs, and abilities of the children. Discussions include the philosophy behind creative art, subject matter, design, form, color, crafts, evaluation, and exhibits. This bulletin is enriched by colored creative block prints, drawings, and paintings. Included is a 3-section bibliography on picture making, art in general, and articles on art education.

INDIANA

28. Indiana. State Department of Public Instruction. *Elementary School Guide.* (Bulletin 150.) Indianapolis, The Department, 1944. 54 p.

This guide presents briefly the entire elementary curriculum, the section on art consisting of four pages. Aesthetic experiences for the child, as suggested here, should include appreciation, arrangement, creative work, and a choice in making decisions. Similarities and differences are mentioned for the lower, intermediate, and upper grades.

KANSAS

29. Kansas. State Department of Public Instruction. *Teachers' Guide to Kansas Elementary School Program of Studies.* Topeka, The Department, 1942. 149 p.

This teacher's guide in reading and language contains an art supplement of 17 pages. Three sections include: "The Attitude of the Art Program," "Teaching Techniques," and "Art Objectives and Skills in the Elementary Grades." Directed lessons are outlined for each grade. A list of materials is included.

MICHIGAN

30. Rochester. Public Schools. *Tentative Curriculm Program. Grades Kindergarten–6.* 1941. 127 p. Mimeographed.

In a general course of study, art is presented for grades 1–6 by means of attainments, color, design, construction, and appreciation experiences. A selected bibliography available for teachers includes sections on art appreciation, art education, architecture, color, drawing, linoleum block printing, modern art, and magazines.

MISSOURI

31. Kansas City. Public Schools. *Outline of Content in the Kansas City Elementary School Program.* 1944. Unpaged.

This is a general outline for all the subject fields. Art occupies 19 pages. As expressed in the introduction, art is experience that touches every phase of life. It plays a vital role in democratic living. An outline consisting of an overview, framework of the content, achievements of essential learnings, evaluation, and professional aids, is listed for kindergarten through grade 6.

32. Missouri State Department of Education. *Missouri at Work on the Public School Curriculum. Courses of Study for the Elementary Grades.* Jefferson City, The Department, 1942. 672 p.

General plan and scope of the elementary program, grades 1–8, is discussed in the introduction. A section on art occupies 34 pages and is presented in the form of objectives, basic learnings, experiences, and attainments. Several units are presented for each grade. Lists of picture study materials, community resources, and discarded materials are included with an indication of some uses providing varied activities. The publication is enriched by a glossary of art terms, recipes for materials, and discussions of many technical processes.

MONTANA

33. Montana. State Superintendent of Public Instruction. *A Course of Study for Rural and Graded Elementary Schools.* Helena, The Department, 1942. 576 p.

A section of 34 pages is devoted to art for grades 1–8. The introduction deals with general suggestions to the teacher. A similar outline is followed for each grade including: color study, free-hand drawing, design, figure drawing, lettering, crafts, and types of media. General suggestions are presented with minimum attainments, followed by specific aims, procedures, and attainments for each grade. A classified bibliography is included.

NEW JERSEY

34. Haddonfield. Public Schools. *Instructional Guide for Teachers of the Elementary and Junior High Schools.* 1943. 66 p. Mimeographed.

The content of this guide is an outgrowth of many professional conferences of teachers during a 4-year period with suggestions from faculty members of Glassboro State Teachers College. Following an overview of the community and schools the subject fields are discussed. Art as in the case of other subject fields is presented in the form of the same general outline in parallel columns for kindergarten through grade 8.

35. Haddon Heights. Public Schools. *Elementary Art Education. Grades 1–6.* 1943. 31 p. Mimeographed.

General objectives of art education are listed followed by specific objectives, activities, and procedures for each grade. The outline presented for grades 1–6 includes color and design, pictorial drawing, handwork, picture study, lettering, and nature study.

36. Tenafly. Public Schools. *Course of Study. Art. Grades 1–6.* 1944. 9 p. Mimeographed.

Presented here is the general aim to cultivate appreciation of beauty and design in everything the environment includes. Suggested activities and specific aims for all grades are listed.

New Mexico

*37. New Mexico. State Department of Education. *Curriculum Development in the Elementary Schools of New Mexico.* (Bulletin 2.) Santa Fe, The Department, 1944. 423 p.

Included in the bulletin on curriculum development with all the subject fields is art, presented in 16 pages. Four objectives are listed as vital to the art program, regardless of grade or age-level of the pupils: intellectual progress, technical progress, creative expression, and appreciation. "The simple elementary features of drawing that we come in contact with in everyday life are seven symbols: spiral, circle, half-circle, two half-circles, straight-line, wavy-line, and zig-zag-line. A combination and arrangement of these will result in attractive and satisfactory design." Art media and activities are listed.

Ohio

38. Bellefontaine. Public Schools. *Curriculum Outlines. Grades 1–6.* 1944. Unpaged. Mimeographed.

In this curriculum outline the aims of art instruction are listed for grades 1–4, giving activities for each month by seasons.

39. Erie County. Public Schools. *Course of Study—Elementary.* 1943. 303 p. Mimeographed.

General instructions to teachers are followed by the elementary course of study. Art occupies 11 pages. A similar outline consisting of major and specific objectives, selected activities, materials, and equipment is presented for grades 1–6.

*40. Wood County. Department of Education. *A Study of Art for the Wood County Schools. Part I. Grades 1–2. Part II. Grades 4–6.* 1941. 88 p. Mimeographed.

Part I is prepared by primary grade teachers and Part II by intermediate grade teachers organized as two curriculum committees from the same groups. This outline recommends the importance of and general procedure in the subject of art instruction. For both Parts I and II, there are illustrated activities, methods of procedure, standards for evaluation, outcomes, and a list of books for the teacher.

Pennsylvania

41. Etna. Public Schools. *Course of Study. Grades 1–8.* 1941. 105 p. Mimeographed.

These ten phases of art education are the basis of work in grades 1–8: appreciation, cartooning, color, constructive handwork, design, figure study, graphic vocabulary, integration, lettering, and picture study. A suggestive chart is presented for planning any art unit; it deals with general and technical information, directed and creative activities. Articles, materials, and addresses are included with suggestions for use of discarded and inexpensive materials. There is a crafts bibliography.

42. Lackawanna, Wyoming, Susquehanna Counties. School District. *Course of Study for Elementary Schools.* 1944. Mimeographed.

A revision of the 1943–44 course of study consisting of all the subject fields for the elementary grades. Art is included. The general aims and objectives are followed by lists of instructional materials and devices for each grade.

43. Warren County. Public Schools. *Art.* 1941. Mimeographed.

County-wide objectives in art are presented in this course of study. A definite outline of work is developed for each grade including color, lettering, design, illustrations, appreciation, crafts, and general drawing activities. Pointers on drawing and objects which can be made from waste materials are listed.

South Dakota

44. South Dakota. State Department of Public Instruction. *Course of Study for Elementary Grades.* (Curriculum Bulletin 85.) Pierre, The Department, 1943. 680 p.

This course of study has a section which deals with art. Specific objectives, activities, and content are outlined for each grade. Units are presented on color, design, construction, commercial art, and dress. Lists of pictures for optional use, a short bibliography, source material for art appreciation, and illustrative materials are included.

Tennessee

45. Tennessee. State Department of Education. Division of Elementary Schools. *Guide for Teaching in Elementary Schools.* Nashville, The Department, 1943. 116 p.

The introductory chapter emphasizes the importance of evaluating pupil progress in the elementary schools. Outline suggested as a guide in determining progress includes: philosophy used, understanding pupils, knowledge of education factors, personality and physical development, ways of determining and recording. There are objectives, learning experiences, suggested pupil achievements, and suggestions for teachers in all the subject fields. Art is included.

Vermont

46. Vermont. State Department of Education. *Suggested Course of Study and Teacher's Manual for Art Education. Grades 1–8.* Montpelier, The Department, 1943. 71 p.

Following an introduction to elementary art education and general objectives for an effective program of art education, design, color, representation, crafts, and appreciation are discussed for different grades. Colored illustrations from different grade-levels enrich the content. Definitions of color, language of color, sources of art material, visual aids, and a bibliography are given in the teacher's manual.

Virginia

47. Virginia. State Board of Education. *Course of Study for Virginia Elementary Schools. Grades 1–7.* Richmond, The Board, 1943. 553 p. (Bulletin 6.)

This is a revision of former elementary courses of study. Purposes and content are introduced followed by sections presenting grade materials, subject matter materials, general teaching procedures, bases of the course of study, and supplementary material. Many suggestions on art are discussed including using color; making working drawings, plans, and illustrations; using design; modeling or using clay; studying pictures, architecture, sculpture; lettering, arranging composition for photography, and using three-dimensional materials in creative expression.

Washington

48. Vancouver. Public Schools. *Art Activities Guidebook.* 30 p. Mimeographed.

Consideration is given to the scope and sequence of art goals. Subject matter and goals for grade-levels are given with check-lists for participation and improvement. Lists are prepared of materials for various grade-levels and of old discarded or substitute materials giving directions for preparation and use. Recipes are included for clay, paper mache, finger paint, and directions for obtaining the effect of pastel or chalk drawing with crayolas. There is a brief bibliography.

49. Washington. Office of State Superintendent of Public Instruction. *Temporary Guide for the Elementary School Curriculum.* (Instructional Service Bulletin 15) Olympia, The Department, 1944. 170 p.

Following the introductory chapter on learning experiences of children, seven subject field areas are presented. Art consists of 13 pages. The statement of aim of art education is followed by discussions on current adjustments, suggested classroom materials, arrangement,

and equipment. A unit is presented illustrating art possibilities. Charts in outline form are included for primary and intermediate grades listing the goals, methods, activities, materials, and uses. There is a brief bibliography.

WISCONSIN

50. Kenosha County. Public Schools. *A Suggestive Course of Study for Kenosha County Elementary Schools.* 1941. Unpaged. Mimeographed.

Emphasis is placed on integration of art. Creative expression is presented as a means of vitalizing learning. Discussion of picture study deals with the possibility of more functional use of pictures when a closer correlation in other subject fields is used. Guides to teachers are listed including helps in noting special characteristics of animals as an aid for drawing them.

51. Trempealeau County. Public Schools. *Correlated Art Activities.* 1941. 126 p. Mimeographed.

Emphasis is placed on creative art correlated with the entire school program. Many activities both general and seasonal with outline illustrations are included. Techniques are suggested, but are subordinate to the values which are to be realized. There is a brief bibliography.

Secondary School Level

Junior and Senior High School

DELAWARE

52. Wilmington. Board of Public Education. *How Art Contributes to Our Daily Living. Grades 7–12.* 1943. 189 p. Mimeographed.

This course as the introduction states is the outgrowth of many years of continuous effort by the children, teachers, administrators, and community. Guidance and direction were provided by a director, a cabinet made up of representatives of the teaching and administrative staff, a curriculum specialist, and assistants. Section I deals with the guiding principles for education, and Section II discusses how art contributes to our daily living. The way art contributes to junior and senior high schools is presented in the form of different units as "Home and Personality," "The Life of the Community," "The Use and Enjoyment of Nature." "Milestones in Art" includes six units which present varied activities ranging from research to construction. They include art lectures, field trips, organization of school exhibits, discussions, and experiments with many art mediums. Each unit has a list of culminating activities. Areas in which pupils should show growth are listed. An extensive bibliography is included.

MARYLAND

53. Maryland. State Department of Education. *Course of Study. Art for Secondary Schools. Grades 7–12.* Baltimore, The Department, 1945. 332 p.

This course of study in art for the secondary schools is the result of years of cooperative planning on the part of supervisors, principals, and teachers. The philosophy underlying art education is discussed, introducing suggestions that will encourage and stimulate art experiences to promote balance in living. Several junior-high-school art units are listed, including: "Art and You," "Art and Your School," "Art in Your Home," "Art and Your Church," "Art and Your Appearance," "Adventures in Design," "The Artist and His Work," "How Things Are Represented in the Arts," and "Art in Advertising." These units, with possible sequence, are outlined by means of information and activity experiences. Extensive supplementary units are included. Mention is made of the specialized training for art occupations afforded by the public vocational schools for those who cannot go on to art school after completion of a high-school course. Major and minor art courses are outlined. The art courses included in the curriculum are as follows: Ninth grade, general art; tenth grade, painting and sculpture; eleventh grade, industrial and commercial art; twelfth grade, theater art and architecture. There is a list of painting and sculpture to be seen in Baltimore. An extensive bibliography for the teacher is included.

NEW JERSEY

*54. North Arlington. City School. *Special Subjects Courses of Study. Art. Grades 7–12.* 1942. Unpaged. Mimeographed.

This bulletin deals with special subjects; the art section includes an outline for grades 7–12 on a working knowledge of art principles and color theory expressed in varied crafts.

Senior High School

CALIFORNIA

55. *Santa Monica.* City Schools. *Art. Senior High School.* 1941. Mimeographed.

This bulletin is designed to assist the students who choose art as a major in high school. With the necessary prerequisites majors may be selected from the following fields: Design, representative arts (drawing, painting, etc.). advertising art, or crafts. Foundation courses are discussed. A subject information chart is included with a list of prerequisites and amount of credit to be obtained.

INDIANA

56. Indiana. State Department of Public Instruction. *Digest of Courses of Study for Secondary Schools of Indiana.* (Bulletin No. 151) Indianapolis, The Department, 1944. 247 p.

This revised bulletin is divided into three sections: (1) Program of Study, (2) Outlines of Courses of Study, and (3) Teaching Material. It deals with all subject fields for grades 7–12. Art occupies 12 pages. Art appreciation, commercial and industrial art, modeling and construction, history of art and architecture are outlined, presenting objectives, basic content of subject, and suggested teaching procedures. There is a bibliography.

MONTANA

57. Montana. State Department of Public Instruction. *Teaching is Patriotic Service.* Helena, The Department, 1943. 94 p.

A brief discussion on the contribution art makes to the war effort includes camouflage, advertising art, photography, drafting, map making, murals, and hobbies. A list is included suggesting some vocations high-school art students might be investigating. There is a classified bibliography included.

NEW JERSEY

58. Tenafly. Public Schools. *Course of Study—Art. Grades 9–12.* 1944. 30 p. Mimeographed.

This bulletin enumerates the problems to be undertaken for each grade. There is a discussion of each problem; both class and home work are listed.

WEST VIRGINIA

59. Huntington. Board of Education. *Huntington East High School Course of Study.* 1941. 84 p. Mimeographed.

A brief outline on art in high school is included in this general course of study. General and specific aims with problems for each grade are listed.

Elementary and Secondary Levels

CALIFORNIA

60. Del Norte County. Public Schools. *Art in Primary and Secondary Schools.* 1941. 17 p. Mimeographed.

The classification presented of types of learning experiences includes drawing, design, color, construction, and appreciation. Illustrations are included under design and composition. Junior and senior high-school art is outlined according to this classification.

NORTH CAROLINA

*61. North Carolina. State Superintendent of Public Instruction. *A Suggested Twelve-Year Program for the North Carolina Public Schools.* (Publication No. 235). Raleigh, The Department, 1942. 293 p.

This bulletin gives first of all some statements about the personnel of the Twelve-Year Program Study. It is divided into two sections: Part I states the objectives of the program and discusses administrative problems; Part II deals with various aspects of the curriculum for elementary and secondary schools. The section on art introduces a general point

of view. Three essential factors in an effective art program are listed: (1) Suitable materials, (2) favorable working conditions, and (3) a teacher who has an understanding of the value of art in the development of children. There are indications listed of growth in art for grades 1–12.

62. ——— ———. *Art in the Public Schools.* Raleigh, The Department, 1942. 137 p.

"Every teacher is an art teacher" is the general philosophy around which this bulletin for grades 1–12 is built. Stimulation for a functional art program is given by the aims and objectives of the program, content, and method for each grade or growth-level. Many practical suggestions relative to art materials and the correlation of art with all other subjects taught in the school are included. Several full-page illustrations of art are presented. The bibliography is arranged in five groups including: (1) Activities and materials, (2) philosophy of art in elementary school, (3) advanced readings, (4) design, and (5) special subjects to assist teachers in specific needs.

PENNSYLVANIA

63. McKees Rocks. Public Schools. *Course of Study in the McKees Rocks Schools at War. Grades 1–12.* 1943. 248 p. Mimeographed.

"Art Classes and the War" is a chapter contained in this course of study which deals with art problems connected with the war. War consciousness poster, study of our flag, comparative studies of other countries involving art work, and clothing design are included.

TEXAS

64. Cass County. Public Schools. *Year Book and Brief Course of Study for the Cass County Schools. Vol. VIII, No. 1.* 1943. 66 p.

Consisting of general introductory information, primary, intermediate, high-school, and miscellaneous sections, this course of study includes a brief outline for all subject fields. Art and music are presented together as creative arts. Objectives are listed with suggestions for creative arts in each grade.

OPEN DOORS TO CHILDREN

By Margaret T. Hampel
and
Hazel F. Gabbard

A pictorial 32-page publication of the U. S. Office of Education, presenting activities of school-age children in centers providing extended school services for children before and after school, on Saturdays, and on holidays.

10 cents per copy

Order from the Superintendent of Documents, Washington 25, D. C.

Suggested School Health Policies

FOLLOWING is the second installment of a report of the National Committee on School Health Policies, formed in 1945 by the National Conference for Cooperation in Health Education. The first installment and a list of organizations represented on the Committee were published in the January issue of SCHOOL LIFE. *The final installment of the report will be published in a near future issue.*

Services for Health Protection and Improvement

Through the cooperative efforts of teachers, physicians, dentists, nurses, and others, many activities are conducted at schools for the health protection and improvement of students and school personnel. Such activities properly include those relating to the care of emergencies, whether resulting from sickness or injury; to the prevention and control of communicable diseases; and to health counseling.

The full value of health protection and improvement services is never realized unless the services are made part of students' learning experiences, which increase knowledge, develop attitudes, and influence behavior. Attention should be paid to giving students a full understanding of the meaning of every health protection or improvement service provided for them. Classroom teachers, for example, should by discussion prepare their pupils to understand—and not to fear—the medical examination given periodically by the school medical adviser or other physician. The success of a school health service program should be gaged from its contribution to students' health education as well as its direct value in protecting and promoting health.

Emphasis must be given to the fundamental role of the teacher in every school health service program. In addition to elaborating the lessons implicit in the service program, the teacher is also often in the best position to know what children are in immediate need of the specialized services of the nurse, dental hygienist, psychologist, guidance counselor, dentist, or physician.

First Aid for Emergencies

Every school should have a planned, written program for the care of emergencies. In case of accident or sudden sickness, the school has responsibility for (1) giving immediate care, (2) notifying parents, (3) getting pupils home, and (4) guiding parents, where necessary, to sources of treatment.

Immediate Care

Because no nurse or physician may be present when an accident occurs or when a pupil becomes ill, at least one teacher or other person well-trained in first aid should always be present at school. When a nurse is at the school, she will naturally be expected to see that the school's first-aid responsibilities are met.

In case of serious accident, the school should immediately summon the school medical adviser (or any other physician easily and quickly obtainable or an ambulance); but the services of a physician so summoned should be limited to the immediate emergency care that is needed. It will be found helpful for each school to have posted in the principal's office, or other convenient location, a list of names, addresses, and telephone numbers of nearby physicians who may be called in emergencies.

First aid supplies should always be available and accessible. Periodically kits should be checked for completeness.

Teachers and other school personnel should not exceed the usual practice of competent first aid in managing emergencies of sickness or accident. They should not diagnose and they should never administer medication of any sort except as prescribed by a physician. The school medical adviser should prepare detailed instructions and standing orders for the guidance of teachers and the school nurse with reference to immediate treatment for such common school emergencies as abdominal pain, cuts, bruises, dog bites, suspected fractures, painful menstruation, and headache, as well as for less frequent emergencies like epileptic attacks or insulin shock.

Informing Parents

Parents should be immediately but tactfully notified of their child's sudden

sickness or serious accident. If possible, they should be summoned by telephone. Where the emergency is so grave as to suggest the need for immediate hospital care (for example, suspected skull fracture or appendicitis), there should be no delay in securing medical attention—through a public institution if necessary. In such cases if possible, and in less serious cases always, the school should ask the parent to state the hospital, physician, or home address to which the sick or injured child is to be taken—if the parent himself cannot promptly call or send for the child.

No sick or injured child should be sent home alone, unaccompanied by a responsible adult.

Helping Parents

The member of the school staff who makes the notification should be prepared to help an uncertain parent decide what is next to be done for the child. He should know what treatment facilities, public and private, are available in the community and should be able to guide the parent to them.

If it is impossible to reach the parents, the pupil's own or family physician may be consulted. It will prove helpful if the physician's name, address, and telephone number have been recorded on the child's permanent health record card.

Appendicitis

Particular attention is called to the need for a policy regarding the care of students with severe abdominal pain, which may be a symptom of appendicitis. Appendicitis is not uncommon in young people, and should be suspected whenever a pupil complains of pain in the abdomen. Since this condition may be aggravated—sometimes fatally—by improper early attention, school personnel should avoid giving any medication. The pupil with abdominal pain should be placed under the care of his parents with precautionary advice (1) not to give the child any food or drink, (2) not to give any medicine, particularly not a laxative, and (3) to call a physician if the pain persists.

Incidental Health Education

In the presence of accident and sudden sickness, spectators, young and old, are more keenly interested than usual concerning what should and what should not be done in such circumstances. While taking care not to prompt unreasoning fears and giving complete consideration to the feelings of the sick or injured child, teachers may nevertheless discover at such times heightened opportunities for incidental health education. Such critical occasions should therefore be utilized to impart to pupils information and attitudes that will evoke calm and useful behavior in the presence of medical emergencies.

Prevention and Control of Communicable Disease[1]

A school's current policies for the prevention and control of communicable disease ought to be based on the most recent and authoritative public health practices. It is especially to be recognized that rapid progress in medical and public health knowledge often modifies and sometimes reverses previous recommendations with respect to specific diseases. School health policies should not freeze outmoded practices into inviolable regulations.

Obviously a pupil with a communicable disease at a stage where it may be a menace to others should not be in school. The school's chief problem in the control of communicable disease such as measles, scarlet fever, or chickenpox arises from the fact that many cases of such disease are discovered at school, where there is a higher "index of suspicion," rather than in the home. In the final—and distant—analysis therefore, the school's greatest opportunity for preventing the spread of communicable disease stems from cooperation with other community agencies in far-reaching programs of parent education and adult health education.

The school's chief responsibilities in the control of communicable diseases are: To encourage parents to make full use of all available preventive measures; to see that sick children do not come to school; to arrange to return home children who become sick while at school; and to protect students as far as possible from exposure to communicable diseases. These measures require close cooperation with parents and health departments.

Parents should be notified when a serious communicable disease has occurred among their child's classmates. The notification, effectively by letter, should outline preventive measures, suggest early signs and symptoms of the disease, and urge that children exhibiting these signs be kept at home.

False Emphasis on "Perfect Attendance"

The control of communicable disease in schools is sometimes hampered by placing false emphasis on perfect or near-perfect attendance. Rather than giving certificates or awards for such dubious distinction, commendation should be extended to pupils who protect the health of their classmates by remaining at home when they are not well. Allotment of State funds to schools on the basis of the average number of pupils in daily attendance is equally bad practice because it makes teachers anxious to force attendance on pupils who ought better be at home and in bed.

Continuing Daily Observation

Teachers should be constantly alert to the possibility of pupils displaying signs and symptoms of a communicable disease at any time of the day. Continuous daily observation for the "danger signals" of beginning communicable disease is more valuable than a single morning inspection.

Every teacher should know how to recognize the signs and symptoms of beginning sickness and the procedures she should follow when they appear. The teacher should not diagnose. When her suspicion of disease is aroused, she should refer the pupil to the nurse or physicians; if they are not available, she should quietly isolate the pupil from others and arrange for him to be sent or taken home. As with accident or sudden sickness, the parents should be notified promptly. Written or printed

[1] Communicable diseases vary in incidence and importance in different localities. Among the communicable diseases with which a school might have to contend are: Amebic dysentery, bacillary dysentery, botulism, chickenpox, common cold, diphtheria, encephalitis (sleeping sickness), food infections and food poisonings, German measles, gonorrhea, hookworm disease, impetigo contagiosa, infantile paralysis (poliomyelitis) influenza, lockjaw (tetanus), malaria, measles, meningitis, mumps, pneumonia, rabies, ringworm, scarlet fever, septic sore throat, smallpox, syphilis, trachoma, trench mouth (Vincent's infection), trichinosis, tuberculosis, tularemia, typhoid fever, typhus fever, undulant fever, and whooping cough.

instructions outlining the teacher's role in the control of communicable disease should be placed in the hands of every teacher.

School-Health Department Cooperation

Community control of communicable diseases is the special and legally designated responsibility of the public health officer and his staff, who are in the best position to know and understand the application of the latest, approved practices. Wherever a city, county, or State health officer and department are functioning, the school should solicit and follow their recommendations. In communities still lacking adequate public health services and personnel, the school should apply to a school medical adviser or local medical society for guidance.

A cordial working relationship between schools and health departments is an important link in the chain of communicable disease control. At the very least, an alert local health department will supply schools with a list of communicable diseases which are legally reportable; with copies of official regulations (concerning, for instance, isolation, quarantine, and exclusion from school); with information concerning the signs and symptoms by which reportable diseases may be suspected; and with periodic reports of their prevalence and distribution in the locality.

Attention is called to nonreportable communicable diseases, such as conjunctivitis, impetigo, pediculosis, and the common cold; diseases which schools and parents must work together to control with professional advice and help.

The school should cooperate fully in the execution of specific public health recommendations (or regulations) for the control of diseases which are transmitted through water, milk, insect or animal. For example, the school should insist on safe—preferably pasteurized—milk, sanitary plumbing, mosquito, and stray-dog control on its own premises.

Should Schools Stay Open or Close During Epidemic?

Contrary to beliefs expressed in popular hysteria, epidemics occurring in communities having well organized, efficient public health facilities usually can best be controlled if schools remain open but take special precautions for regular daily inspections and continuing observation to detect promptly any students who show signs of illness. The decision regarding the closing of schools when epidemics occur or threaten may be decided locally by answering the following two questions:

1. Are nurses and medical staffs so adequate and the teaching staff so alert that the inspection, observation, and supervision of students will keep sick students out of school?

2. If schools are closed, will students be kept at home and away from other students, so that the closing of schools will not increase opportunities for contact with possible sources of infection?

As a general policy, when question No. 1 can be answered affirmatively, or when question No. 2 is answered negatively, schools should be kept open in the face of an epidemic. This is most often the case in large public schools and in thickly settled communities.

Schools should be closed when question No. 1 is answered negatively or question No. 2 affirmatively. In smaller communities with scattered homes, where chances for personal contact are limited, this is frequently the situation.

In rural communities where pupils are transported in buses and close contact is unavoidable, it also may be advisable at times to close the schools.

Specific Preventive Treatment

Immunity to certain communicable diseases can be developed through the use of vaccines, toxoids, and other substances. Schools should assume responsibility for educating parents and students regarding the value of such measures.

Smallpox.—Vaccination is a safe, effective, scientifically proved method of preventing smallpox and has been used for almost a century and a half. A school is right in insisting on the vaccination of every pupil. Furthermore, the school may properly assist in community efforts to make universal the use of this specific preventive. Vaccination is preferable before the age of 1 year and again at the age of 6 or 7.

Diphtheria.—Immunity to diphtheria can be produced by injections of diphtheria toxoid. Immunization is most necessary and effective during the last 4 months of the first year of life. Fortunately, modern science has developed a rather accurate test—the so-called Schick test—simply performed, to determine whether or not an individual is susceptible to diphtheria. Wherever practicable, the school should arrange for Schick tests to be made on all children entering school for the first time and toxoid recommended for all positive reactors.

Other immunizations.—Immunization procedures frequently are recommended to produce immunity to several other diseases. A toxoid is available for use in protecting children against tetanus; whooping cough vaccine frequently is administered to infants. Immunizing substances for use in producing immunity to measles and scarlet fever are also sometimes recommended. Because of differences of opinion concerning the extent to which these substances need to be used and because of improvements which are rapidly occurring, the action of school health staffs in recommending their use should coincide with the concensus of local medical and public health opinion.

The Common Cold, Tuberculosis, and Venereal Diseases

Schools have special opportunities to cooperate in the prevention and control of three diseases, or groups of diseases, which are widespread menaces to children and young people, namely, colds, tuberculosis, and venereal diseases.

The common cold presents a special problem. A communicable disease, its etiology is still unknown. A mild disease, its vague symptomatology apes the early manifestations of many more serious diseases. There is no acceptably proved method of preventing or treating colds. It is the consensus, however, that rest in bed during the early stage may minimize the duration and severity of a cold.

It is impracticable to exclude from school every pupil who exhibits the signs and symptoms of a common cold. Yet some measure of control should be adopted. Emphasis should be placed on beginning colds and on severe colds, characterized by cough and fever.

First then, the school should encourage parents to keep pupils at home and

in bed for one to two days when they exhibit genuine signs and symptoms of a beginning or severe cold. If the "cold" turns out to be a more serious disease, the early isolation and bedrest will have been an extremely valuable preventive and ameliorating measure. Secondly, the school itself should send home from school pupils with beginning and severe colds. As a practical matter, a cold may be judged "severe" enough to warrant exclusion from school when the usual signs and symptoms are accompanied by fever sufficient to elevate the body temperature to 100° F. or above. The fever thermometer in competent hands may be used as a guide to control of the common cold in schools.

Tuberculosis, the "white plague," is still the leading cause of death in the 15 to 25 age group. The school can especially aid in the eradication of this disease (1) through education of pupils concerning the nature of this disease and (2) through cooperation in case-finding. Every school should adopt a case-finding plan, utilizing the best known diagnostic measures, such as Mantoux tests, patch tests, chest X-rays and fluoroscopic examinations. Every child should be thoroughly informed concerning the cause of tuberculosis, the way it spreads, the methods available for its prevention and control, and the extent of community efforts to control it. School efforts in tuberculosis control should be carefully coordinated with community programs. Attention is called to the fact that the school can obtain specialized assistance with this problem through local, State, and national organizations devoted to tuberculosis control.

Venereal disease has its highest incidence in the late 'teens. Syphilis and gonorrhea are communicable diseases, practically always spread by person to person contact. Organized education has a responsibility for preventing the spread of these diseases. It should be recognized that recent progress in medicine has made it possible to cure a very high percentage of cases in a comparatively short time. Responsible educators will take community leadership and obtain community support in cooperation with any specific programs planned for venereal disease control. Techniques for the control of venereal disease must accord recognition to the fact that its spread is coincident with one of the most basic of human drives. Hence moral, esthetic, economic, and scientific approaches are all pertinent to the problem.

Health Counseling and Determination of Health Needs

Health counseling describes the planned, cooperative effort on the part of teachers, nurses, physicians, psychologists, dentists, and others to discover the health needs and health problems of students and to help them and their families find ways of meeting the needs and solving the problems. Determining health needs and problems involves the use of teacher observations, screening tests, reports from pupils and parents, psychological examinations, and medical examinations. Each of these methods is used effectively in a well-planned program. The value of health counseling depends in part on the complete utilization of all community resources for protecting and improving health and, if necessary, augmenting these resources.

Cumulative Health Records Are Essential

As part of its program of health counseling, each school should keep a convenient, accurate, and up-to-date health record of every student. Insofar as the health records include confidential disclosures or findings, these should be kept confidential. Whatever record-keeping system is devised, and however it is statistically summarized, the individual records themselves should be cumulative and progressive throughout the student's school life. Absence records are a part of the health record.

Individual records should be readily available and accessible to administrators, teachers, physicians, nurses, and counselors. They should be as clear and simple as possible. Good individual records provide the soundest basis and best focus for interpreting the health needs of students. Records should be used, not merely filed.

Teacher's Observation

Each teacher should observe her students every day carefully enough to suspect when they are in need of medical examination or other professional attention. She should pay special attention to an unusual appearance or a change in behavior. She should promptly observe that a child is too fat or too thin, too pale or too sallow, limping, stuttering, squinting, covered with a rash, lacking in usual vitality, suddenly listless, overshy, overaggressive, or in any other way differentiated from accustomed and normal aspect. Whenever a teacher observes any of these conditions, she should refer the student for further examination and proper attention. Channels of referral will vary in different schools and communities. Very frequently, the student will be sent from the teacher to the school nurse; sometimes, by appointment, directly to the school medical adviser.

Screening Tests

In addition to everyday observation, the classroom teacher should also be prepared to give screening tests for vision and hearing and to supervise the weighing and measuring of children. Vision tests should be made annually in elementary and secondary schools. Hearing tests should be given every year in elementary schools, every 2 years in high schools, preferably with an audiometer. All new pupils should have vision and hearing tests. Teachers, nurses, or technicians with special training, where available, should give such individual audiometer tests as are indicated in the follow-up of group screening tests.

In the elementary schools, children should be weighed every month or two in order to detect cessation of growth, which may indicate need for further inquiry into the child's health status. Pupils who fail to increase in weight over a 3-month period should be referred to the nurse or medical advisor. Height should be measured twice a year. Regular weighing and measuring is an extremely useful educational device for interesting children in their own health and growth, but it should not be taken as a reliable index of nutrition.

Information From Pupils and Parents

Information received from students and their parents frequently indicates the need for health counseling or other help. Such supplementary information

should be sought. Sometimes the information is obtained through circulation of a health history questionnaire by means of which information concerning recent sicknesses, accidents, or operations is requested. It may be obtained through a nurse-student or nurse-parent conference. At times parents will communicate directly with a teacher informing her of the recent sickness of a student, or providing other significant information. Of particular value is information which reveals epilepsy, a history of diabetes, contact with tuberculosis, attacks of rheumatic fever, recent operations, and allergies.

Psychological Examinations

Psychological examinations, administered and interpreted by people competently and thoroughly trained in psychology, are often helpful to the physician in evaluating the total health and personality pattern of students. They are essential for the proper adjustment of programs of students who suffer from mental handicaps or from emotional difficulties of such severity as to retard their progress in school work and their adjustment to school life. Individual psychological tests should be given to those students whenever it appears that the results of such tests will help school personnel in aiding the student with his mental health adjustment.

Medical Consultations and Examinations

All special screening tests and referrals as a result of teacher observation or nurse judgement finally head up into competent medical examination by a physician. Aided by all the resources of modern medicine, including consultant services, it is the physician who must finally determine the specific health needs of the individual child. Experience has demonstrated that medical examinations are most fruitful when the student has been specifically referred to the physician because parent, teacher, or nurse suspected that something was wrong. Such examinations should always take precedence over routine examinations.

Every community should make provision for the medical examination of students (1) who show signs or symptoms of disease, defect, or disorder, (2) fail to grow as expected or (3) appear to have a health basis for failure to make anticipated school progress.

Many schools and school systems have their own school medical adviser (school physician) with whom the school can consult on all matters relating to the health of students and staff. Every school should arrange for the services of a medical adviser and keep him informed as to what the school expects of him. Medical examinations of school staff and students may be performed by the school medical adviser, but this is not his principal responsibility or opportunity to be of service to the school.

Every effort should be made by the school to have special and required periodic examinations done by a private practitioner of medicine, preferably the student's own physician.

Periodic medical examinations of school children can be helpful in health maintenance, improvement, and education if they are conducted under circumstances in which the full measure of the physician's skill and the entire educational opportunities implicit in the routine examination are utilized. The classroom teacher should prepare students for medical examination by explaining its meaning to them.

Two circumstances requisite and another extremely desirable for the truly helpful periodic medical examination are (1) sufficient time for the physician to make a reasonably thorough health appraisal of the student; (2) sufficient privacy to permit the disrobing necessary for an adequate examination; and (3) the presence of parents at the examination of students too young to assume responsibility for their own health care. In the elementary grades, the school should make unusual efforts to announce and schedule medical examinations at such times and places that a parent can attend the examination and have the benefit of the physician's immediate recommendations concerning the health needs of the child.

During their school years, students should have a minimum of four medical examinations; one at the time of entrance to school, one in the intermediate grades, one at the beginning of adolescence and one before leaving school. Pupils who have serious defects or abnormalities, who have suffered from serious or repeated illnesses, or who engage in vigorous athletic programs require more frequent examinations. The physician is the best judge of the need for repeated examinations and of the frequency with which they should be given. Additional examinations, even annual examinations, may be arranged if money, time, and personnel permits, but the quality of medical procedures and judgment should not be sacrificed to a desire for frequent and complete coverage of the entire school. Medical examinations should be sufficiently painstaking and comprehensive to command medical respect, sufficiently informative to guide school personnel in the proper counseling of the student, and sufficiently personalized to form a desirable educational experience.

Interpreting Health Needs to Students, Parents, and Teachers

Determined and recorded, thus forming a personal health inventory, the specific health needs of the student should be met on a systematic and efficient basis. This "follow-up" requires, first of all, proper interpretation of the need to students themselves and their parents; to teachers and school administrators; and sometimes to the community itself.

As an integral part of all health service in schools, specific opportunity should be found to inform each student of the meaning of his health record. The interpretation should be presented in such a way that it will aid in motivating the student to want to change faulty health habits or practices, seek correction for remediable physical defects or handicaps, and overcome unhealthy personal conditions, such as malnutrition or abnormal weight. A student should know when he needs medical care.

Parents should also be acquainted with the health needs of their children as revealed in school health records. Thus, the family can seek needed medical care, plan diet changes, make alterations in daily routine, and take other necessary steps at home and in the community for the health improvement of the child. To this end, the school should report regularly to parents on the child's health status and make immediate notification of serious devia-

tions. Whenever necessary, parents should be invited to come to the school at a stated time to discuss their child's health needs with the school medical adviser, nurse, teacher, or other qualified health service personnel. Such conferences should be considered part of the normal working load of the school staff and time for them budgeted. If the parents do not come to the school, the school nurse or a teacher should visit them to interpret the child's urgent health needs.

If the teacher is to play her full role in the daily observation and health guidance of her students, she, too, must be kept fully informed of the health status of each child—especially with regard to those matters which take place outside the classroom, such as findings in medical and dental examinations, home illnesses, vacation-time operations, and the like. Since the proper interpretation of individual health needs is a matter demanding professional skill and judgment, the nurse, working in close cooperation with the school medical adviser, is often in a most favorable position to interpret medical findings and their health implications to the teacher.

Teacher-nurse conferences should be regularly scheduled. They are usually most valuable if devoted largely to review and exchange of information regarding specific cases of children who seem to be in serious need of medical care, follow-up, or special study. The fully informed teacher can be most helpful both in adjusting the classroom program to the student's needs and in influencing him and his parents to obtain correction of remediable conditions, as recommended by the physician.

These cautions should be followed by all school personnel when engaged in health guidance: (1) do not diagnose diseases or suggest diagnoses to students or parents; (2) do not attempt to select a physician for a student or his family. They can and should obtain the names of qualified professional people from local medical and dental societies.

Meeting Health Needs Through Community Resources

A school may properly insist that all community resources be made available to meet the health needs of students in the school. Such resources would naturally include appropriate opportunities for specialized medical consultation of a diagnostic nature. When resources outside the school or school system are utilized (whether private physicians, public clinics, or voluntary agencies), efficient liaison arrangements must be made by the school. In particular, full provision should be made for two-way exchange of pertinent information between the school and the cooperating community agencies.

The school should assume whatever community leadership is necessary in developing resources to meet the needs of all children. If community facilities for the mental and physical care of children appear inadequate, as determined by specific and reliable data, the school should recommend extension of them. If the community finds its local resources inadequate to meet the demonstrated needs, it may seek help from voluntary agencies, or from county, State, or Federal agencies. Health councils, previously described, are appropriate agencies for considering the need for an extension of community health resources and ways for accomplishing this.

Special problems arise with reference to children whose parents (1) are financially unable to provide medical, dental, or other specialized care or (2) are unwittingly or willfully neglectful. The school should inform the parent where treatment or other needed care for the child can be obtained in the community. Persistent willful neglect should be reported to an appropriate agency. The judge of a children's court, or other court of similar jurisdiction, can order treatment when parents are unable or unwilling to provide it.

Two Special Problems of Health Guidance

Although the health guidance program will be concerned with all problems relating to physical, mental, and emotional health, particular attention should be directed to the problems of rheumatic fever and dental health.

Rheumatic fever.—As a result of recent medical and public health investigations, rheumatic fever—often the forerunner of rheumatic heart disease—has been recognized as one of the most serious diseases with which children of school age may be afflicted. The symptoms of this disease are many and vague, and its diagnosis may often tax the acumen of skilled physicians. Its after-effects—on the heart—are its most serious complication. The best known way of preventing permanent heart damage is adequate medical care and bed rest during the acute illness, then convalescence until signs of the illness have disappeared. Physical activity is gradually resumed during convalescence to the limit of the individual's ability. For most children this will consist of normal activity. The school's best attack on rheumatic fever includes: (1) referring for medical examination any pupil—but particularly those giving a personal or family history of rheumatic fever—with signs or complaint of symptoms which may precede rheumatic fever (for example, failure to gain or loss of weight, pallor, irritability, poor appetite, repeated colds and sore throats, unexplained nosebleeds, and muscle or joint pains); and (2) for the known rheumatic child—one who has had a previous attack of rheumatic fever with or without permanent heart damage—in addition to alertness for signs suggestive of recurrence, protection as far as possible from exposure to respiratory infection, wetting, or chilling.

A close liaison should exist between the school and whoever is exercising medical supervision of the rheumatic child. Information as to signs and symptoms to be observed as suggestive of possible recurrence; the degree, if any, of heart damage; and the limitation or modification of activity, if any, should be provided the school by the treatment agency. Schools should utilize diagnostic service of specialists in rheumatic heart disease to which children with rheumatic fever or suspicious signs of heart disease may be referred for examination. In some localities this is available or can be developed as part of the community medical resources. In other places such consultation service may already be a part of the school health service.

Dental health.—Dental disease (decay, caries) is widely prevalent among children. The school should therefore grasp its opportunities to promote dental health through effective educational procedures. Programs of dental health education should be instituted with the objective of motivating students to go

regularly to their dentist or a dental clinic for required dental care. If a pupil has not been to a dentist within 6 months, it is usually safe for the teacher to assume that he needs dental care and to urge such care.

While continuing efforts at dental health education are needed at all ages, special emphasis should be placed on preventive measures during early school years. The most glaring neglect of teeth is found among children under 10. Yet maximum dental benefits are attained by dental care and healthful diet during childhood.

When its full educational import is stressed, the school dental inspection has proved valuable and should be provided from time to time as an adjunct to other phases of dental health education. Such inspections should be made by dentists, using mouth mirrors and explorers. (Where legal, dental hygienists may carry on school dental inspections.) Data obtained from these inspections should be properly recorded,[2] as part of the health record of the student and the school, so that it may be used (1) to evaluate dental health programs, (2) to estimate group dental needs, and (3) to facilitate community planning to meet such needs.

The school is in a strategic position to take leadership in community programs organized for bringing dental treatment to needy children. Health councils at all levels should have dental subcommittees, with representation from official dental societies. These subcommittees should evaluate local dental needs and designate the type of program needed (private office, clinic, or trailer); further, they may decide what children shall be included in a dental clinic program and may even seek funds or assistance for its implementation and support.

Dental care programs should provide complete dental treatment (diagnosis, necessary fillings, extractions, prophylaxes, and even orthodontia in cases where oral malformations may create a mental hygiene problem) for as many of the eligible children as possible. If funds and personnel do not permit this for the whole group, treatment should begin with the youngest group and work upward as far as possible. At the same time emergency treatment should be provided for older children. Children should not be selected for dental treatment programs by tongue depressor inspections (which reveal only extensive caries) nor by means of large cavities or toothaches. Programs serving only to alleviate pain or treat emergencies handicap efforts to improve dental conditions.

Extent of Health Services

In practice, the services for health protection and improvement made available to the pupils of any school are sharply limited by considerations of budget, experience with end-results, professional judgment, and common sense. School expenditures for health protection and improvement services should be guided by the over-all objectives of these services in the light of total community resources for the support of such services.

[2] Record forms designated for dental inspections and dental treatment programs by Council of Dental Health of The American Dental Association are recommended to record basic data.

West Virginia Plans for Schoolhouse Construction

John E. Marshall, West Virginia State Supervisor of Surveys and Schoolhouse Planning, contributes the following report:

West Virginia has completed two of the necessary steps toward a postwar schoolhouse construction program. These are (1) a preliminary survey of school building needs, and (2) the establishment of State standards for schoolhouse construction. Steps to follow include the making of more detailed local surveys, the finding of money for construction, and the actual planning of the structures by county boards, superintendents, and architects.

Preliminary Survey of Needs

A preliminary survey of school building needs involved, for most counties, merely a revision of a statement previously submitted to the State department of education on forms furnished by the U. S. Office of Education. Construction since 1943 has been negligible; but changing school programs and population trends, plus consideration for immediate as well as long-time solutions, have altered considerably the estimate of 2 years ago.

The survey points to the need for roughly 25 million dollars in new buildings, and 15 million in additions to present structures. In consideration of a recent estimate[1] that West Virginia should have been spending $3,000,000 per year merely to replace obsolescent buildings, the sums mentioned do not indicate a vast expansion of our State's school plant. Rather, they point to an effort to relieve overcrowded conditions, to eliminate dangerous and unhealthy structures, and to replace the worst of obsolete buildings. To provide modern buildings to house the programs and activities of tomorrow's schools would clearly require much more than the present estimate.

The preliminary survey of school building needs, undependable as it may seem in terms of an over-all, long-range program, has nevertheless served a purpose. It has served to point up the need for further study of the tax structure and the system of school finance, to the end that the inadequacy of local sources of revenue, under present limitations, may be recognized. This in turn has pointed to a study of the possibility of State and Federal aid for construction. The preliminary survey has emphasized, too, the need for more detailed local surveys, and for a measure of social control offered through State standards for schoolhouse construction.

New Standards Prepared

State Superintendent W. W. Trent appointed, in 1943, the West Virginia Council on Schoolhouse Construction. Charged with the duty of preparing for West Virginia a set of standards, the council reached an early decision on these points: The standards (1) should

[1] Flinn, Virgil L. "West Virginia's School Building Program." *West Virginia School Journal*, February 1945.

embody school building practices generally accepted as desirable, adapted where necessary to West Virginia's educational and fiscal organization and to the State's geography and topography; (2) should emphasize educational planning, correlative in importance with structural planning but too often neglected; (3) should present usable material without technical terminology; (4) should offer a maximum of helpful guidance and a minimum of control.

During the preparation of the standards, aid and criticism were solicited from those experienced in schoolhouse planning and in various specialized aspects of the subject. Two mimeographed editions were revised over a period of a year, in consultation with administrators, architects, board members, custodians, teachers, and principals. The result was the publication in May of a volume[2] designed to aid the county board (with its legislative responsibility for the school program), the superintendent (with his responsibility as educational executive), and the architect (with his responsibility for the soundness, efficiency, and appearance of the structure)—designed to aid these three, with their varied backgrounds and specialties, in thinking together as they solve the problems presented by each individual school building.

The chief function of the standards is informational. They should serve West Virginia as a handbook of good school building practice. Minimum allowances are set, where the health or safety of the children demand; but every effort is made to urge achievement of school buildings with functioning efficiency far beyond anything designated "minimum." For example, Chapter I, "Planning a School Building Program," offers guidance in making a detailed local survey of building needs,[3] in selecting the architect, and in awarding the contract. Chapter II aids in selecting and developing the school site. Chapter III outlines characteristics desirable in a school plant, and suggests in some detail the means of achieving these characteristics. Later chapters give attention to the classroom and special-purpose rooms, to service systems, and to the one-teacher school.

[2] West Virginia Council on Schoolhouse Construction. *Standards for Schoolhouse Construction.* Division of Schoolhouse Planning, State Department of Education, Charleston, W. Va. ix+84 p. $1.

[3] The administrative units in West Virginia are the 55 counties; and so a major problem in planning is already solved.

Further Action Needed

In several counties of West Virginia, detailed local surveys of building needs are now in progress. Others are contemplated. Study is being given to local sources of revenue. But limitations on taxes and extra levies, and a wide range in property valuations among the counties, make local sources totally inadequate for even the minimum necessary building program.

On the State level, study is being given to the whole financial structure. A legislative interim committee on education may see the need for a schoolhouse construction program and make recommendations for State aid for construction. The State department of education, through its division of schoolhouse planning, offers to the counties not only informational standards but also consultative services regarding the educational functioning of proposed buildings. Local autonomy will be reasonably intact even if the State supplies special aid for construction.

Educators in West Virginia hope that any Federal aid for schoolhouse construction, allocated to the States on a basis of need, will be channeled through the duly constituted educational agencies—national, State, and local. The administration by educators of a school building aid program assures that careful preliminary planning can attain its maximum value, and that high standards of structural soundness will be balanced by high standards of educational efficiency.

School Lunches

(*From page 13*)

This makes the grand total of 213,175 schools of the Nation, having an enrollment of 23,317,000 pupils with only 50,810 schools or 24 percent serving lunches to 7,048,300 children. These figures include all public schools with school lunch programs both those receiving cash or direct food distribution through the U. S. Department of Agriculture, and those operating on local or State funds. Schools serving milk only were not included in this count.

* * * * *

An Investment in Good Health

If school feeding is important to the health and well-being of children it should be provided for and made available to *all* pupils. Statistics from our Nation as well as from many other countries show that a school lunch program well-planned and properly supervised is one of the best investments in good health a nation may make.

* * * * *

Viewing the program from the economic aspect alone, we must conclude that school lunches in the United States should be soundly administered according to well-defined standards. There is a definite need for more specific and accurate data.

* * * * *

Schools are increasingly preparing children for the successful solution of real life experiences. The school lunch, as a part of children's learning activities, can become a project through which they are taught important basic lessons. Many children are malnourished though they may not be hungry. The need for food is elemental; the need for instructing children in wise selection of food is obvious. The U. S. Public Health Service, a very important branch of our medical services of the Nation, has pointed out in a report on "Child Health and the Selective Service Physical Standards" that a child's nutritional status greatly affects his physical fitness in later years.

Distances from home to school are growing. Many small schools are being consolidated. A shortage of teachers during the past school year and the redistribution of population caused many small schools to close and the larger schools used for educational facilities. Thousands of students transported by school bus facilities cannot return home for their noon meals.

Many families are not having increased incomes, even though living costs are high and may rise higher. There is not always sufficient money in every home to buy enough of the right kinds of foods to meet nutritional standards. The type of packed lunch brought by many fail to meet their nutritional needs.

The school lunch program has become a definite factor in many educational programs, and as one of the schools'

basic health contributions. It should occupy this place in all schools and should provide a definite learning experience for every child in school in these United States. As school feeding has developed it has certainly tended to lose the character of relief and charity, and become a part of the school system itself. In many countries it is recognized as a corollary of compulsory education. As the role of school lunches has broadened, the work has become better integrated into the whole program of child welfare and education.

So far as can be discovered, there are no important cases on record in which school feeding has been tried as an experiment and failed, or was abandoned as impracticable. The rapid progress of the school lunch movement in the United States and in all countries of the world demonstrates that it has proved its value both to health and educational authorities and to the public. The lack of accurate information and statistical data on the program in our own country has prevented us from going forward as we should.

AMERICAN EDUCATION WEEK

Will Be November 10–16, 1946

General Theme:

EDUCATION FOR THE ATOMIC AGE

Daily Topics Follow:

Sunday, November 10
Practicing Brotherhood

Monday, November 11
Building World Security

Tuesday, November 12
Facing New Tasks

Wednesday, November 13
Developing Better Communities

Thursday, November 14
Strengthening Home Life

Friday, November 15
Investing in Education

Saturday, November 16
Promoting Health and Safety

Sponsoring Organizations for American Education Week Are:

American Legion; National Congress of Parents and Teachers; National Education Association; and U. S. Office of Education.

SECONDARY EDUCATION

Veterans' Plans for Education—Report of a Denver Survey

by David Segel, Specialist in Tests and Measurements

Expansion of secondary school services for veterans and other adult groups is taking place rapidly. Examples of good practices will be described from time to time in news notes on secondary education and in such articles as the following which summarizes a pamphlet issued recently by the Denver schools under the title "The Veteran Comes to the Denver Public Schools." Materials from schools on this problem will be welcomed by the Division of Secondary Education, U. S. Office of Education.

A survey of educational plans of veterans which has implications for all school systems was made recently by Denver, Colo. The sudden impact of great numbers of veterans desiring training will increasingly overwhelm many schools. If the need can be anticipated through setting up the right kind of classroom, the right courses of study, and the personnel for teaching, the problem can be solved more easily.

Denver tried to do this planning for the secondary schools on the basis of information concerning (a) How many students may be expected? (b) What previous training will they have had? (c) What will be their fields of major interest? (d) Will they desire to go to school part time or full time?

To answer such questions, the Denver schools constructed a questionnaire which was administered to all veterans applying at the U. S. Employment Service over a period of several months. Some data from the questionnaire results are reproduced here.

These figures show that most of the veterans are interested in direct occupational training, that they are interested in new occupational fields, and that they desire the training to be part time. However, sizable numbers also desire to obtain high-school diplomas and take full-time training. To picture the occupational training load for Denver as a whole, the survey obtained the type of training, full-time and part-time, desired by the veterans reporting and then estimated for each occupation for the total number of veterans. This total number was 12,000. The result is given in table II.

Table I.—Summary of 1,002 returns

Eduecational Survey of Returning Veterans

Question	Number of replies	Answer	Number of responses	Percentage
Did you live in Denver before entering the service?	968	Yes	390	40.2
		No	578	59.8
Do you plan to stay in Denver?	952	Yes	820	86.1
		No	87	9.1
		?	45	4.8
Are you a high-school graduate?	959	Yes	405	42.2
		No	554	57.8
Do you plan to complete high school?	487	Yes	89	18.3
		No	387	79.4
		?	11	2.3
Do you feel that you need additional training to enter the occupation of your choice?	881	Yes	512	58.1
		No	361	40.9
		?	8	1.0
What kind of training do you want?	508	New	308	60.6
		Brush-up	200	39.4
Do you desire part-time or full-time training?	469	Part time	384	81.9
		Full time	85	18.1

The sucjects and figures in table II give a clue to the type of training desired by veterans in general. However, since communities differ in their industrial and business activities, variations in the desired occupations will result. Also through counseling activities, aptitude testing, interviewing, and through furnishing occupational information there will be variations from the expressed initial desires of veterans for training.

The Denver plan is to meet the needs of veterans by centering the guidance and educational services in the Emily Griffith Opportunity School. In this school has been placed the newly appointed adult counselor. As the adult counselor talks with the veteran who has come to him for help, he has two dominant concerns: one to find out as accurately as possible the interests, needs, and abilities of his counselee, and the other to discover with the counselee the best educational program for him to follow.

If the veteran has already made up his mind what he wants, the counselor sets

up a program which the veteran may follow for a trial period to discover for himself how well his wants are being met. If on the other hand, the veteran is uncertain and looking for help in making up his mind what is best to do, the counselor arranges for him to take a battery of aptitude and interest tests, the results of which, carefully interpreted through personal interviews, may clarify his thinking about himself and his future.

Table II.—Number of veterans who might be expected to attend classes in various subjects of study on either a part-time or full-time basis

Type of training	*Full-time*	*Part-time*	*Total*
Trade and Industrial Education			
Auto mechanics	306	1, 228	1, 534
Machine shop	290	1, 160	1, 450
Radio	234	934	1, 168
Electricity	217	867	1, 084
Diesel mechanics	73	293	366
Welding	56	226	282
Aviation mechanics	53	214	267
Drafting	34	134	168
Refrigeration	29	116	145
Other trade and industrial subjects	234	934	1, 168
Business Education			
Salesmanship	200	804	1, 004
Typing	151	602	753
Bookkeeping	144	575	719
Shorthand	54	214	268
Accounting	42	170	212
Business management	27	107	134
Other business educational subjects	54	216	270
Other Types of Training			
General college			235
Medicine			101
Law			84
Teaching			50
Engineering			84
Others (mostly requiring college training)			454
Total			12, 000

Working closely with the adult counselor in his program planning for veterans are coordinators of the various departments in which veterans may wish to work. These departments include agriculture, apprenticeship, arts and crafts, business education, distributive education, general self-improvement, high school, homemaking, and trades and industry. Once a veteran had made up his mind concerning the area in which he wishes to work, the veteran and the adult counselor confer with the coordinator of that area in arranging for specific educational experience.

The adult counselor, through the work of the Occupational Adjustment Service (the aptitude testing service agency for the Denver schools) and the coordination of the Opportunity School, has at his disposal all available information concerning jobs and training needs in Denver. It is his responsibility to assist the veterans who are training at the Opportunity School in locating positions which, as far as possible, will give them a chance to become contributing and well-adjusted members of the community. In the placement of veterans, the adult counselor works closely with the Occupational Adjustment Service and the Denver office of the United States Employment Service.

Secondary Education News Notes

Opportunities for Adult Education

School systems are attacking the problem of veteran and adult education in various ways—some are establishing new special schools for veterans and other adults, some for day work, some for night work, and some for both. Other school systems are expanding regular vocational schools and still others are coordinating the program into the regular day and evening schools. Philadelphia, Pa., portrays its method in a recent bulletin on *Public Adult Evening Schools of Philadelphia*, issued by the Board of Public Education of Philadelphia which describes the opportunities for adult education in its 19 adult evening schools. Over 125 courses in different subjects are offered.

Baltimore Institute

Baltimore, Md., has established the new *Veterans Institute and Adult Day Institute* for training these special groups. This Institute is a day school, operating from 9:30 a. m. to 3 p. m., Monday through Friday. Schedules of classes are arranged to suit the individual and each student progresses at his own speed. The school provides regular work on the elementary, junior high school, and senior high school levels and also for special short brush-up work for various purposes.

The evening schools of Baltimore offer for veterans and civilian workers training to (a) complete elementary education, (b) complete high-school education and (c) pursue vocational training in many lines. Special vocational schools restricted to veterans have also been set up.

Progress in Eliminating 11-Grade School Systems

There has been considerable progress in recent years in changing the 11-grade to 12-grade school systems in the seven States that have had part or all of their schools on the 11-grade plan.

A recent inquiry to these States for an estimate of the percentage of all pupils, white and Negro, in each type of system shows that Louisiana was entirely changed over in 1944–45 and Texas by 1945–46. In North Carolina the change will be completed in 1945–46 or 1946–47. In Virginia and Maryland the change has been taking place gradually for many years. The State Board in Virginia has recommended the 12-grade system for action by the 1946 General Assembly, and Maryland has recently passed a law requiring change to the 12-year plan. The State superintendent of schools in Georgia has recommended to the legislature a change to a 12-year system but at present State aid is given on the basis of 11 grades. South Carolina adopted the 12-grade system in January 1944 and will be completely changed over by 1948–49.

It would seem that the only States in which definite plans have not been completed for the speedy elimination of the 11-grade system are Georgia and Virginia, and in these two States the legislature is to consider the change, it is reported.

An estimate of the present status of 11- and 12-grade school systems in these seven States is shown in the following table:

Approximate percentage of all pupils, white and Negro, in 11-grade and 12-grade school systems

State	11-grade system		12-grade system	
	1944–45	1945–46	1944–45	1945–46
Georgia	87	85	13	15
Louisiana	0	0	100	100
Maryland	46	40	54	60
North Carolina	40	15	60	85
South Carolina	(1)	(1)	(1)	(1)
Texas	10	0	90	100
Virginia	[2] 84	75	16	25

[1] Change taking place from 1944–45 through 1947–48. No percentages available for each year.
[2] Data are for 1943–44.

Recreation and Leisure-Time Activities in the School Program

THE interest of State departments of education in recreation as an integral part of educational programs is here reviewed by Mrs. Katherine M. Cook, Chief, Organization and Supervision, Division of Elementary Education, U. S. Office of Education.

War conditions and efforts to meet them adequately turned the spotlight on a number of neglected areas in public service including those offered or which should be offered through educational channels. Not the least important among them are recreation and leisure-time facilities and activities, community-wide in service and opportunities and available for adults as well as for youth.

One definite evidence of aroused interest is the establishment of State War Recreation Committees reported several months ago from 20 States to the Community War Service Division of the Federal Security Agency. While these were practically all temporary and war-directed in nature, they were probably instrumental in stimulating interest in and even raising standards of recreational activities. With other recent developments, they have served also to increase recognition of the often overlooked fact that facilities, at least potential, in these areas are within the possibilities in many average American communities.

Museums, libraries, parks, nature trails—all usually free and public—the radio, and above all the schools, need only organization and coordination with recreational objectives to offer a wealth of desirable leisure-time opportunities for young and old. These services are already widely available. Existing school systems, both State and local, are almost ideally fitted to assume the responsibility involved in providing community recreation, whether it be one of maintaining a program or of coordinating facilities, existing but not organized, toward definite recreational objectives.

Recreation, including "preparation for the worthy use of leisure," is no new development in school programs. As far back as 1868, the first biennial report of the activities of the newly created U. S. Department of Education called attention to the relationship of education and recreation. Henry Barnard, Commissioner of Education, in his introductory statement to Special Circular No. 14, 1868—a circular of "Suggestions and Questions" concerning school facilities and activities—reminds us "that the science of education includes the science of recreation and that elaborate arrangements for the education of a community must be regarded not only as incomplete but as radically unsound in which suitable provisions for physical training and recreation are not included."

From time to time throughout the years since that beginning, studies and publications of the U. S. Office of Education have concerned recreation in school programs. Perhaps best known among such publications is *Cardinal Principles of Secondary Education: A Report of the Commission on the Reorganization of Secondary Education Appointed by the National Education Association*, published in 1918, listing "preparation for the worthy use of leisure" as one of the seven objectives of education. The general acceptance of the "cardinal principles" by the educational world was instrumental in bringing about fundamental changes in curriculum content and method, including the introduction of music, art, the drama, and other leisure-time arts and crafts. As barriers between classroom and extraclassroom activities break down, the educational value of leisure-time activities and interests is more generally recognized and the way cleared for their entrance into the regular curriculum. Increasingly, complete programs of education contribute to social, health, physical fitness, and leisure-time objectives, and supervised recreation becomes an integral part of educational programs for youth development.

Community Service a Function of Education

The school's assumption of responsibility for community-leisure-time programs has paralleled a growing realization of community service as a function of education. While recreational facilities in the normal or average community are offered by a variety of sources—museums, art centers, libraries, community golf courses, radio, movies, and varied forms of commercially managed amusements, each serves, under prevailing situations, a more or less limited group.

The school, however, is the most democratic of institutions in its ability to reach the total population. If recreation is to be free and universal, the school is the logical organization to provide it, or, if and when established facilities or conditions make other arrangements more appropriate, to cooperate with and coordinate existing facilities for community-wide use. More and more, it is considered sound educational policy for progressive school boards, large or small, State, county, or city, to include recreation among their educational responsibilities. When they fail to realize this obligation, other agencies may be expected to take over, usually at greater expense with less efficiency and less universality of service.

Even a cursory consideration of questions concerned with public services will disclose many reasons why schools are strategic centers for community recreation. Of first importance is the question of location. In every community, large or small, a school is available, as conveniently placed as possible in relation to the homes. If a new recreation organization were to be planned on any adequate scale, the schools with few exceptions would be considered conveniently located for recreational purposes. This is especially true in nonurban districts where in thousands of communities the school affords the only appropriate public institution available. County or consolidated school organizations are ideal recreational centers for rural folk. They facilitate equalization of recreational opportunities and financial costs.

They share in State supervision of education. They have at least minimum essentials in equipment and can supplement them when desirable at little cost. They solve the two important facilities problems—buildings and equipment.

In general, however, all schools, urban as well as rural, have, at least in a greater measure than any other publicly supported agency, the physical facilities necessary for recreation and leisure-time programs. These tend to be ample in quality and amount in proportion to the size of the school system. School plants generally include children's playgrounds, athletic fields, gymnasiums, auditoriums, meeting rooms, lunchroom facilities, music, art, shop, and other special-purpose rooms. In any well-equipped and staffed school, special abilities and hobbies can be pursued according to individual tastes, at least to the extent of starting the amateur on his recreational way. In fact "an ideal recreation center would almost duplicate the ideal school plant".[1]

School systems have definite assets for solving leadership problems. City, county, or consolidated school systems usually number among their staff members well-prepared persons, directors, or teachers in one or more of the special fields concerned with recreation and leisure-time activities. The superintendent himself; a committee of staff members whose specialty or interest is one of the several areas concerned with preparation for "the worthy use of leisure," reading, art, music, physical education, for example; or possibly a single staff member whose special interest or ability is recreation—any one of these possibilities could be drafted to offer appropriate leadership.

In promotion of the modern conception of the school's responsibility for school and community recreation, State departments of education and chief State school officers have an important obligation as well as a fruitful opportunity. Even as now organized and with their present staffs, these departments are in a strategic position to offer stimulation and leadership, and chief school officers are becoming cognizant of this responsibility. Many of them are now seeking additional means of implementing the growing interest of the public in school and community services into richer State educational programs. One indication of this favorable attitude is the recommendation of the Council of Chief State School Officers made at its meeting in Baltimore last year. "The council believes," says the report of the proceedings, "that school and community recreation is appropriately an integral part of a comprehensive education program."

Increased Emphasis in State Departments

Promotion of school recreation programs is of course rather an increased emphasis than a new venture for State departments of education. Practically all of them are already assuming much responsibility in the recreational-leisure-time field in a variety of ways; through teacher certification requirements and through regulations affecting playgrounds and equipment, including provision for special purpose rooms, to name two examples. Perhaps, however, State-wide guidance to local schools through the preparation of curricular materials and State-wide supervision of the quality of instructional activities are the most common and effective. Many of the newer courses of study are rich in suggestions pertaining to materials and methods designed to prepare for the worthy use of leisure.

In newer curriculum materials concerned with objectives and practices, probably as much emphasis is placed on music, art, the drama, for appreciation and participation; on physical education; and on use of museums, movies, and similar interests as on aritlmetic, geography, or other more traditional phases of the school program. Some sampling paragraphs from State courses of study or curriculum guides selected at random will illustrate this practice.

The Illinois syllabus, *Physical Education for the Elementary Schools*, 1940, includes the following statement relating to educational objectives:

> It is the province of the elementary school to assume a large part of the responsibility in training pupils to make intelligent use of leisure time. Unemployment and shorter working hours have created a problem for society that only skillful planning . . . can cope with in preparing children to make satisfactory adjustments to the social order in adult life.
>
> In recent years there has been a growing tendency to closely correlate school activities with out-of-school activities. In physical education there exists a more or less natural relationship between such activities and recreational pursuits, especially recreational activities of a physical nature.

Louisiana's *Guide for Teaching in the Primary Grades*, 1942, emphasizes the creative arts for their leisure-time values:

> The creative arts and the recreation field furnish the opportunity to develop the desirable understandings, appreciations, attitudes, skills, and way of living which prepare pupils for wise use of the leisure hours.
>
> The possibilities for developing the child through creative arts should be constantly studied. In like manner, a broad and rich program of recreation should be developed to meet the needs of many types of personalities. A wide range of recreational interests must be cultivated. Provision should be made for active participation in games and sports which should carry over in adult life. All pupils should have the opportunity to engage in creative arts and recreation throughout their school careers.

Louisiana Program for the Improvement of Instruction, 1939 states:

> Leisure-time activities can degrade or elevate character, build or break down health, develop talents or destroy them. Training in the wise use of leisure time, the development of the creative talents, abilities and desirable habits of recreation enhance and stimulate rich and happy living. By developing the creative ability of the child and teaching him how to refresh and rebuild himself through recreation, the school prepares him for complete living.

In Virginia, among the general aims of school music as stated in *Tentative Course of Study in Music for Elementary and High Schools*, 1939, are the following:

> To provide a variety of musical experiences which enrich the life of the child in school, home, and community, and which will stimulate him to further musical activity as an adult member of society.
>
> To furnish a joyous way of spending leisure hours.
>
> To set up experiences which will later serve the child as recreational, cultural, avocational, and vocational guidance in the development of his ultimate relationship with music.

From *Language Arts: Reading, Supplementing the Courses of Study for Elementary Grades*, 1944, State Department of Education, Missouri, the following statement is taken:

> Recreational reading plays an important part in the development of children in all its phases: emotional, physical, social, and mental. It may be used by children to develop new interests, to widen present interests, to develop imagination, to develop attitudes and

[1] Holtje, George. The Administration of Public Recreation. New York, Macmillan, 1940. p. 82.

opinions, to live vividly experiences read about, and to spend free time.

While a complete summary of the many types of materials issued by State departments of education with recreational emphasis is not within the scope of this article, the special pamphlets now available from many States should not be overlooked. They concern such topics as elementary science, nature study and appreciation, school excursions with varied objectives and interests, emphasizing their values as bases of permanent recreational interests. School athletics and interclass and interschool games, school choruses, quartets, bands, and the like are among many activities encouraged and directed through State curricular materials with a forward look to their permanent recreational values.

Instructional supervision is among the important means by which State departments of education encourage progressive trends in education and improve the quality of instruction offered in local school systems. On the staffs of nearly all departments are one or more supervisors of subjects with recreational values—art, music, reading, physical education, industrial arts; in some departments recreation is definitely added to the duties of one or more of these supervisors, usually the supervisor of physical education. It is to be expected that none of these special supervisors or those with general supervisory responsibilities, supervisors of elementary education, for example, fail to emphasize leisure-time objectives and activities in their respective programs.

While full-time supervision of recreation is not yet a reality in State departments of education, its lack is no insurmountable obstacle to effective State-wide programs in this area. As the need for more emphasis on organized recreation is felt, one possibility for meeting it might well be through a committee of staff members specializing in the several areas with recreational objectives indicated, or such of them as are represented in the department, appointed to formulate and jointly supervise a leisure-time and recreation program State-wide in scope and influence. Such a committee could not only stimulate and guide local activities, but would have the added value of integrating recreation into school programs as a permanent rather than a transitory emphasis.

A Growing Trend

The contributions which State departments of education are making to education with recreational and leisure-time objectives noted in this article are largely those normally rendered in their everyday run-of-the-mill service. In addition, there is increasing interest among individual States in extending and enlarging their services in this field. A few examples from recent reports of State departments to the U. S. Office of Education will illustrate what seems to be a growing trend in this direction. Maine, for example, reports plans under consideration for developing a State-wide program in recreation; Massachusetts reports proposed legislation authorizing the use of school property for public recreation. A conference on community recreation recently called by the Governor was attended by representatives of widely distributed communities throughout the State, and resulted in the appointment of a committee on recreation which is reported by the State department to be "making satisfactory progress."

Minnesota reports a State-supervised program including such activities as camping, youth centers, summer playgrounds, Saturday activities for in-school and out-of-school youth and for adults during the entire year, swimming, hiking, arts and crafts clubs. The State supervisor reports 370 persons employed in the program and 104 recreational programs under way.

Texas, like Massachusetts, reports a State-wide conference on recreation, conducted under the direction of the State department of education, a proposed commission on recreation, and a request to the legislature for funds to carry forward its program. The State department of education is publishing a new course of study including a section on recreational activities in high schools.

Pennsylvania reports a State program of recreation under the administration of the State department of public education. All types of recreational and social activities maintained by local boards of school directors in that State are legal and integral parts of their program of free public schooling. Instructional, recreational, and social services maintained by school districts for out-of-school youth and adults are eligible to the same State aid as that enjoyed by elementary and secondary schools. No special budget is needed for this aid but it is included in the regular appropriation for reimbursement to school districts for maintaining their public-school programs. A staff member of the State department of public instruction is in charge of the program.

Washington has a recently organized program of recreation administered by the State department of public instruction. It engages the part-time services of two regular staff members of the department. A State appropriation is available, allocated to school districts for their use in establishing and operating recreational programs. The program is designed to include both school and nonschool groups. The types of recreation activities emphasized by the State department of education are establishment and operation of playgrounds, youth centers, evening classes, and camping programs.

In California, the State department of education is seeking an appropriation for a full-time State recreation supervisor. An unusual provision in California indicating a wide interest in recreation on the part of the public is the definition of recreation included in the school law. The definition reads as follows:

> "Recreation" means any activity, voluntarily engaged in, which contributes to the physical, mental or moral development of the individual or group participating therein, and includes any activity in the fields of music, drama, art, handicraft, science, literature, nature study, nature contacting, aquatic sports and athletics, or any of them, and any informal play incorporating any such activity.

Two encouraging conclusions seem justified from this brief consideration of the interest of State departments of education in recreation as an integral part of educational programs: (1) The general acceptance of the broad conception of the meaning of recreation as indicated by the definition quoted from California and the excerpts from the State curricular materials cited, and (2) the apparent trend toward increased interest in and responsibility for State-wide school-recreational programs by State departments of education.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Higher Education Looks Ahead. By Ernest V. Hollis and Ralph C. M. Flynt. Washington, U. S. Government Printing Office, 1945. 98 p. (Bulletin 1945, No. 8.) 20 cents.

Excerpts from individual accounts of what colleges and universities did in preparation for the postwar era. Part I gives the background for college planning; Part II describes postwar planning activities of colleges, with emphasis on educational plans for veterans.

Open Doors to Children. By Margaret T. Hampel and Hazel F. Gabbard. Washington, U. S. Government Printing Office, 1945. 29 p., illus. 10 cents.

Describes activities of school-age children in centers providing supervised programs planned by teachers, parents, and children, in the hope that "teachers, supervisors, and administrators will find helpful suggestions relating to the improvement of school services to meet the needs of children; that colleges and universities preparing teachers may recognize the changes that are needed in curricula for future teachers; and that parents and community groups will derive greater understanding of these services for children."

New Publications of Other Agencies

Federal Security Agency. Office of Community War Services. *Recreation—A National Economic Asset.* Washington, U. S. Government Printing Office, 1945. 23 p. Single copies free as long as limited supply lasts.

Study aims to give a basis for an intelligent understanding of the big job that lies ahead in the varied fields of recreation.

U. S. Department of Agriculture. Interbureau Committee on Postwar Problems. *Better Health for Rural America: Plans for Action for Farm Communities.* Washington, U. S. Government Printing Office, 1945. (MP–573) 34 p. 20 cents.

Publication aims at answering questions concerning the health needs of farm people, why there are such needs, what has already been done to solve them, and what the farm people can do to solve them.

———. *Irrigated Pastures for Forage Production and Soil Conservation.* By J. G. Hamilton and others. Washington, U. S. Government Printing Office, 1945. (Farmers' Bulletin No. 1973.) 30 p. 10 cents.

Bulletin describes sorts of lands which are suited for irrigated pastures, and how the pastures should be established, irrigated, fertilized, and managed.

U. S. Civil Service Commission. Library. *Employment Procedures: Selection — Recruitment — Placement; a Selected List of References.* Washington, U. S. Civil Service Commission, 1945. Processed. 27 p. Single copies free from U. S. Civil Service Commission as long as supply lasts.

References arranged under such major groups as: Selection procedures in the public service; Recruitment in the public service; Placement of personnel; and Personnel forms.

———. Library. *Interviewing: A Selected List of References.* Washington, U. S. Civil Service Commission, 1945. Processed. 10 p. Single copies free from U. S. Civil Service Commission as long as supply lasts.

References cover the general aspects of the problem, the method to be used, and exit interviews.

U. S. Department of Labor. Children's Bureau. *School Doors Begin to Open to the Children of Migratory Farm Workers.* By Ione L. Clinton (In *The Child*, vol. 10, p. 71–74, November, 1945.) Annual subscription $1 per year; single copy, 10 cents.

An account of the manner in which some communities are solving the problem of extending education to children in migratory farm families.

———. Bureau of Labor Statistics. *Employment Opportunities in Aviation Occupations.* Part I—*Postwar Employment Outlook.* Washington, U. S. Government Printing Office, 1945. (Bulletin No. 837–1) 36 p. 10 cents.

Prepared for use in counseling veterans, young people in schools, and others considering a choice of an occupation.

——— Women's Bureau. *Status of Women in Unions in War Plants.* Washington, U. S. Government Printing Office, 1945. 8 p. folder. Free from Women's Bureau as long as supply lasts.

A concise statement of the importance of seniority to women working in industry, what the unions have accomplished for women, and the recommended clauses in contracts to protect the employment rights of women.

U. S. Office of War Mobilization and Reconversion. *Three Keys to Reconversion: Production, Jobs, and Markets. Fourth Report to the President, the Senate, and the House of Representatives.* Washington, U. S. Government Printing Office, 1945. 46 p. Copies free from Bureau of Special Services, Bureau of the Budget, 1400 Pennsylvania Ave. NW., Washington 25, D. C.

A concise statement of the problems and policies involved in speeding reconversion and expanding production since the surrender of Japan. One chart, entitled "Where We Stand on Reconversion," summarizes the situation as of October 1, 1945.

U. S. Senate. Committee on Military Affairs. Subcommittee on War Mobilization. *Social Impact of Science: A Select Bibliography with a Section on Atomic Power.* Washington, U. S. Government Printing Office, 1945. 51 p. 15 cents.

A working bibliography prepared by the Library of Congress covering roughly the period from 1930 to 1945. References are chiefly to works in English, but a few are in German. Part I lists congressional bills, hearings, and reports from 1942–45 on scientific research and also other Government publications on the subject; Part II, books and pamphlets; and Part III, periodical articles.

U. S. Superintendent of Documents. *Price Lists.* Washington, U. S. Government Printing Office, 1945. Free from Superintendent of Documents.

No. 38, 41st edition. *Animal Industry: Farm Animals, Poultry, and Dairying.*

No. 48, 36th edition. *Weather, Astronomy, and Meteorology.*

No. 65, 26th edition. *Foreign Relations of the United States.*

No. 70, 24th edition. *Census Publications: Statistics of Population, Agriculture, Manufacturers, Retail and Wholesale Distribution, Occupations, and Religious Bodies.*

Lists publications on the specific subjects available for sale.

U. S. GOVERNMENT PRINTING OFFICE: 1946

SCHOOL LIFE

Volume 28, No. 7 ☆ Official Journal of the U. S. Office of Education April 19

LIBRARY
MAR 28
NATIONAL EDUCATIONAL
DIVISION
MAR 27 1946
RESEARCH

CONTENTS

Page

National Council of Chief State School Officers ---- 1
- Resolutions Adopted
- The President's Report
- Policy Statements of the National Council of Chief State School Officers

New List of Chief State School Officers ---- 2

Crippled Children's Society Celebrates Silver Anniversary ---- 14

Dr. Wright to Retire—Dr. Gregory Appointed ---- 15

American Public Health Association to Meet November 11 ---- 15

Training Veterans to be Farmers ---- 16

Series of Training Films on Plastics ---- 17

When Future Farmers Came to Washington ---- 18

Home Economics Education in Colombia ---- 19

Study of a State School for the Deaf ---- 21

State Aid for School Plant Construction ---- 23

School Bus Standards ---- 24

Teaching Aids for Teachers ---- 25

Library Service ---- 31

U. S. Government Announces ---- 32

National Council of Chief State School Officers

Reports From the Buffalo Meeting

AT THE annual meeting of the National Council of Chief State School Officers, held February 1–3 in Buffalo, the following were reelected to serve the organization during the coming year: President, T. G. Pullen, Maryland; vice president, Rex Putnam, Oregon; secretary, Ralph B. Jones, Arkansas. Members of the Executive Committee include: Clyde A. Erwin, North Carolina; Harry V. Gilson, Maine; Mrs. Inez J. Lewis, Colorado; E. B. Norton, Alabama; and Roy Scantlin, Missouri. Committee personnel remain the same as last year.

RESOLUTIONS ADOPTED

The following resolutions were adopted at the meeting:

School Transportation

In recognition of the excellent program of safe transportation developed by the 1945 National School Bus Conference,

Resolved, That we formulate a continuous program for developing national policies to utilize and to coordinate all possible available assistance from the various agencies concerned with safety, economy and adequacy in school transportation, and that we urge the adoption of these standards in the respective States.

United Nations Educational, Scientific and Cultural Organization

Resolved, That the importance of the United Nations Educational, Scientific and Cultural Organization in preserving the peace of the world be recognized and that each State bend every effort to promote and to encourage the United Nations Educational, Scientific and Cultural Organization through appropriate educational programs on all levels of education.

Committee on Cooperation With U. S. Office of Education

Resolved, That we urge the expansion of the services of the United States Office of Education to State departments of education; and to assist in planning these services, that we hereby authorize the president to create a special committee composed of members of the Executive Committee to work with the United States Office of Education in the further development of appropriate and effective means for improving educational services in the States.

Surplus Property

Whereas, Congress, in enacting the Surplus Property Act, recognized and established the national policy that distribution of surplus property to schools and educational institutions is in the national interest; and

Whereas, the effective development of educational programs in the States for young children, youth and adults depends in general measure upon the acquisition of suitable surplus property in sufficient quantity and at such prices as would enable expansion of existing pro-

(*Turn to page 3*)

SCHOOL LIFE

Published monthly

except August and September

Federal Security Administrator

WATSON B. MILLER

U. S. Commissioner of Education

JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

New List of Chief State School Officers

Following is the 1946 list of chief State school officers for all of the 48 States, District of Columbia, and Territories.

ALABAMA—E. B. Norton, superintendent of education, Montgomery.
ALASKA—James C. Ryan, commissioner of education, Juneau.
AMERICAN— SAMOA—Karl M. Geiselhart, director of education, Pago Pago.
ARIZONA—E. D. Ring, superintendent of public instruction, Phoenix.
ARKANSAS—Ralph B. Jones, commissioner of education, Little Rock.

CALIFORNIA—Roy E. Simpson, superintendent of public instruction, Sacramento.
CANAL ZONE—Ben M. Williams, superintendent of schools, Balboa Heights.
COLORADO—Inez Johnson Lewis, superintendent of public instruction, Denver.
CONNECTICUT—Alonzo G. Grace, commissioner of education, Hartford.
DELAWARE—H. V. Holloway, superintendent of public instruction, Dover.

DISTRICT OF COLUMBIA—Hobart M. Corning, superintendent of schools, Washington.
FLORIDA—Colin English, superintendent of public instruction, Tallahassee.
GEORGIA—M. D. Collins, superintendent of schools, Atlanta.
HAWAII—Oren E. Long, superintendent of public instruction, Honolulu.
IDAHO—G. C. Sullivan, superintendent of public instruction, Boise.

ILLINOIS—Vernon L. Nickell, superintendent of public instruction, Springfield.
INDIANA—Clement T. Malan, superintendent of public instruction, Indianapolis.
IOWA—Jessie M. Parker, superintendent of public instruction, Des Moines.
KANSAS—L. W. Brooks, superintendent of public instruction, Topeka.
KENTUCKY—John Fred Williams, superintendent of public instruction, Frankfort.

LOUISIANA—John E. Coxe, superintendent of public education, Baton Rouge.
MAINE—Harry V. Gilson, commissioner of education, Augusta.
MARYLAND—T. G. Pullen, Jr., superintendent of schools, Baltimore.
MASSACHUSETTS—John J. Desmond, commissioner of education, Boston.
MICHIGAN—Eugene B. Elliott, superintendent of public instruction, Lansing.

MINNESOTA—Dean M. Schweickhard, commissioner of education, St. Paul.
MISSISSIPPI—J. M. Tubb, superintendent of education, Jackson.
MISSOURI—Roy Scantlin, superintendent of education, Jefferson City.
MONTANA—Elizabeth Ireland, superintendent of public instruction, Helena.
NEBRASKA—Wayne O. Reed, superintendent of public instruction, Lincoln.

NEVADA—Mildred Bray, superintendent of public instruction, Carson City.
NEW HAMPSHIRE—Edgar Fuller, commissioner of education, Concord.
NEW JERSEY—John H. Bosshart, commissioner of education, Trenton.
NEW MEXICO—Mrs. Georgia L. Lusk, superintendent of public instruction, Santa Fe.
NEW YORK—Francis T. Spaulding, commissioner of education, Albany.

NORTH CAROLINA—Clyde A. Erwin, superintendent of public instruction, Raleigh.
NORTH DAKOTA—A. E. Thompson, superintendent of public instruction, Bismarck.
OHIO—Clyde Hissong, superintendent of public instruction, Columbus.
OKLAHOMA—A. L. Crable, superintendent of public instruction, Oklahoma City.
OREGON—Rex Putnam, superintendent of public instruction, Salem.

PENNSYLVANIA—Francis B. Haas, superintendent of public instruction, Harrisburg.
PUERTO RICO—H. A. Martin,[1] commissioner of education, San Juan.
RHODE ISLAND—James F. Rockett, director of education, Providence.
SOUTH CAROLINA—James H. Hope, superintendent of education, Columbia.
SOUTH DAKOTA—J. F. Hines, superintendent of public instruction, Pierre.

TENNESSEE—Burgin E. Dossett, commissioner of education, Nashville.
TEXAS—L. A. Woods, superintendent of public instruction, Austin.
UTAH—E. Allen Bateman, superintendent of public instruction, Salt Lake City.
VERMONT—Ralph E. Noble, commissioner of education, Montpelier.
VIRGIN ISLANDS—C. Frederick Dixon, superintendent of education, St. Thomas.

VIRGINIA—Dabney S. Lancaster, superintendent of public instruction, Richmond.
WASHINGTON—Pearl A. Wanamaker, superintendent of public instruction, Olympia.
WEST VIRGINIA—W. W. Trent, superintendent of free schools, Charleston.
WISCONSIN—John Callahan, superintendent of public instruction, Madison.
WYOMING—Esther L. Anderson, superintendent of public instruction, Cheyenne.

[1] Acting.

(*From page 1*)

grams and development of new programs by the States; and

Whereas, the obligations of the American people to provide immediate educational opportunity to veterans cannot be met without sufficient equipment and facilities, which are available now only through the acquisition of suitable surplus property;

Therefore, Be It Resolved:

That the National Council of Chief State School Officers, on the basis of its knowledge of the ineffectiveness of the present method of distributing surplus property to achieve these objectives, deems the following practices to be necessary:

1. That surplus property, both real and personal, which can effectively be used by eligible schools and colleges, be made available to them at a token cost not exceeding cost of "care and handling."

2. That notices of offering allow at least 30 days for educational claimants to indicate their desire or intent to acquire available property and necessary additional time for consummating sales.

3. That disposal agencies offer property "appropriate for school, classroom, or other educational use" in lots small enough to make acquisition by eligible educational claimants feasible.

Be It Further Resolved:

That this resolution be transmitted to the President of the United States, the President Pro Tem of the United States Senate, the Speaker of the House of Representatives, and to appropriate Congressional committees, and

That the President of the Council appoint a special committee to confer with the Administrator of the War Assets Administration and others as may prove necessary.

School Savings

Whereas, the Treasury Department of the United States has cooperated with the Office of Education in the continuance of the School Savings Program and many benefits accrue to the children through this program,

Therefore be it *Resolved*, That we urge the schools of the Nation to give students the opportunity to save regularly for the purchase of United States Savings Stamps and Bonds.

Federal Aid for General Education

Whereas, the need for Federal aid for general education has been proven beyond controversy and there remains alone the development of a satisfactory formula of distribution;

Therefore be it *Resolved*, That we reiterate our stand on the importance of passing legislation which will provide financial assistance to the States for their respective programs of education; and further that we urge the desirability of each State's promoting the necessary legislation.

School Building Funds

Whereas, school buildings are urgently needed in all States, and

Whereas, 5 years of war and rigid tax limitations in many States necessitate new building funds, and

Whereas, grants in aid for school buildings should be channeled through authorized educational authorities on the State and Federal levels in order to develop sound programs of education, and

Whereas, H. R. 4499, embodies the necessary requirements,

Therefore be it *Resolved*, That we urge the enactment of this measure.

Health

Resolved, That since health education of children is primarily the function of departments of education in the States, since public health service is primarily the function of departments of health, and since cooperative action on the part of these two State agencies will provide the greatest health efficiency, we recommend that in the proposed distribution of Federal funds to the States for the purpose of improving the health and physical well being of children mutual agreement between the health and education departments of the respective States as to the respective role of each department will provide the most effective program.

School Lunch Program

Whereas, the school lunch program should be closely identified with the State and local school authorities in order to secure maximum educational results,

Now therefore be it *Resolved*, That we strongly urge the passage of H. R. 3370 and authorize the President of the Council to convey our wishes to appropriate persons connected with school lunch programs.

Improved Post-Secondary Education

Resolved, That we recognize the critical shortage of post-secondary academic and technical educational facilities for veterans and civilians and that we urge action upon the State departments of education throughout the Nation to remedy these conditions, in so far as possible, by augmenting existing educational resources with the addition of the 13th and 14th grades capable of providing needed academic and technical education.

Veterans Education

Whereas, it was the intention of Congress in passing Public Law 346 to provide adequate educational opportunities for veterans; and

Whereas, the authority to determine curricula, to select instructors, to arrange for accreditation, to approve institutions and places of training, to assure continuity and progression in the veteran's training, and in other ways to administer the educational programs in the States in behalf of veterans, rests with State and local educational authorities; and

Whereas, Congress has appropriated funds to the Veterans Administration to finance such educational programs for veterans administered by State and local educational authorities;

Now therefore be it and it is hereby *Resolved*, That the Administrator of Veterans Affairs in Washington be requested by a committee of this Council to issue a directive authorizing the use of funds appropriated to the Veterans Administration for the purpose of aiding State educational agencies to carry out the functions of approving educational institutions and places where veterans may be trained on the job, and also to aid State educational agencies in providing the necessary supervision of the education and training provided on the job in order to assure the most satisfactory progress in the veteran's training.

Teacher Education

Whereas, the Committee on Teacher Education of the American Council on Education has rendered valuable assistance to the Teacher Education Project Committee of the Study Commission of the National Council of Chief State

School Officers both by supplying the consultative services of its executive secretary and by providing funds for other consultative services and project expenses; and

Whereas, the work of the Teacher Education Project Committee was made more effective by the fact that members of the committee and consultants came together and gave several days of their time to the preparation of the report;

Therefore be it *Resolved*, That we express our sincere appreciation for the cooperation of the Committee on Teacher Education, express to the members of the Teacher Education Project Committee the gratitude their contribution merits, and commend this way of working.

Lanham Act Facilities Suitable for School Use

Resolved, That the proper Federal authorities be requested that school buildings and facilities, including equipment and land and other land, buildings, and facilities, including equipment, which are appropriate for school, classroom, and educational use, provided totally at Federal expense under the Lanham Act, be sold at a uniform token price; and

That the President of the National Council of Chief State School Officers appoint a committee to confer with appropriate congressional committees to the end that such land, buildings, and facilities, including equipment, may be transferred without cost to the communities in which they are located.

School Building Planning

Whereas, the project proposed by Dr. Frank W. Cyr, to develop a portfolio of school building plans can be of real value to State departments of education, and

Whereas, the proposed Advisory Committee representation for the project includes the U. S. Office of Education and State departments of education, and

Whereas, the General Education Board has made funds available to finance the project,

Now therefore be it *Resolved*, That the National Council of Chief State School Officers sponsor the proposed project and recommend (1) that the final publication contain suitable introductory material emphasizing the desirability of consolidation wherever possible and (2) that portfolios be distributed to State departments for use by local school authorities.

Two other resolutions were adopted as follows:

Appreciations

Resolved, That an expression of thanks be given to the untiring and efficient efforts of Dr. Thomas G. Pullen and the members of the Executive Committee; to Dr. John W. Studebaker and the members of his staff; to the members of State departments engaged in special studies; and to the Statler Hotel for accommodations.

Walter Dexter

Whereas, Dr. Walter Dexter was a most honored and respected member of our Council serving in a number of ways most effectively and efficiently and his untimely death greatly grieved us and removed from our ranks a most faithful worker;

Therefore be it *Resolved*, That in memory of his character and worth, we ask the president of the Council to send a note to the members of Dr. Dexter's family expressing our condolence.

THE PRESIDENT'S REPORT

The following report was made by President Pullen, of the National Council of Chief State School Officers, at the Council's annual meeting:

The report of the president of the National Council of Chief State School Officers on the activities of the organization during the past year logically falls into two divisions: *first*, a report on several specific problems, with recommendations; and *second*, a report on the general status of the organization, with general policy and program recommendations, for discussion by the Council.

The importance of the several problems discussed will vary among the States because of local conditions. All problems affect States with varying degrees of intensity, but affect directly or indirectly practically every State.

Let it be understood at the outset that the contents of this report are not the opinions of your president alone; they are the results of discussions with various members of the Council. During the year he has had two extensive conferences with the Executive and Legislative Committees, one in New York and one in Chicago. Commissioner Studebaker very kindly made these conferences possible. The president attended and participated also in a conference of the Planning Commission in Chicago, and cooperated with this splendid group in the planning of the study program for the year. In addition, he attended in Washington numerous conferences of the various committees of the Council, and conferred frequently with Commissioner Studebaker and his staff concerning the work and program of the Council. It is from this background of conferences and discussion that the certain parts of this report are selected for discussion.

Specific Problems

Veterans Education

Today possibly no problem in education is more pressing than that of the education of returning veterans.

The State departments of education are responsible for certifying to the Veterans Administration institutions giving training to veterans. For the most part, the departments will be able to investigate and certify without too much trouble formal institutions of learning. I am somewhat concerned, however, over the matter of certifying on-the-job training. This field is "wide open" and the number of such places in each State will likely be enormous. Naturally, an efficient plan of certifying will entail a considerable personnel, and if the State department lacks the funds for the necessary salaries, certifying will not be done properly. It is essential, on the other hand, that the job be done well, in order to protect the veteran from exploitation. Recently, representatives of the State departments of New York, New Jersey, Pennsylvania, Delaware, Maryland, and Virginia met in Philadelphia to discuss the problem. A committee was selected to go to Washington for a conference which was held, but apparently no help can be secured from the Veterans Administration. I should like to recommend, however, that a committee be appointed from the Council to confer again with the Veterans Administration about the matter.

Surplus Property Disposal

Many conferences have been held concerning what plan shall be followed with regard to the disposal of surplus

property to educational institutions. It now appears that a definite scheme has been worked out, whereby the U. S. Office of Education will act as the central agency in Washington for all educational institutions.

Disposal of School Buildings Constructed by the Federal Works Administration With Federal Funds Only

Under the provisions of the Lanham Act, all buildings constructed by the Federal Works Agency with 100 percent Federal funds must be sold within a certain time after the close of hostilities. Just what this expiration date will be is not yet known. The Federal Works Agency, however, has already begun to ask school boards to bid on the buildings.

Your Executive and Legislative Committees discussed this matter at a meeting last fall in Chicago. It was the consensus of these committees that before purchasing such buildings the local board should consider the following facts. These buildings were constructed as a result of a national emergency which had an impact upon the local community. In other words, had it not been for the national emergency, the local community would probably not have been faced with the necessity of expanding its program. Therefore, any depreciation in value is a part of the obligation of the Nation as well as of the local community.

In all probability, the local community will be faced with an additional burden in caring for the education of the workers who remain; in many cases, they will need relief. For years, therefore, the community may have to carry a burden forced upon it by the national emergency.

While it is true that some war-impacted communities received maintenance and operation money from the Federal Government to help pay the salaries of teachers, it is also true that many communities bore the entire cost locally or with State aid. This fact should be given some consideration in the disposal of the properties.

It is reported that already many of the buildings constructed by the FWA have been sold to local communities, individuals, and various organizations at a small percentage of the original cost.

I should like to recommend that a committee from this Council be appointed to deal directly with the FWA, for the purpose of arriving at some formula for the disposal of these properties to the local school systems; all school systems should be treated alike. The present policy of attempting to secure from the local community as much as it is willing to pay for these school buildings is not an equitable one. Why would it not be feasible and fair to agree upon a percentage of cost to be paid by all communities throughout the Nation for buildings of similar construction. In my opinion, there is even some justification for the Government's giving these buildings to the communities. They are for public use; the communities have borne an unusual burden in taking care of the great influx of pupils; they will be faced with greater expenditure with less taxable income to care for the children of those families who remain; the buildings are, for the most part, more or less temporary in construction; they may become "white elephants" due to the removal of families later on; and the money saved from purchasing can be devoted to permanent school construction.

Development of Bus Standards

The development of standards for bus equipment and operation by a committee sponsored by the Council, the National Commission on Safety Education of the National Education Association, and the Automotive Safety Foundation, which furnished the funds for the study, has been an outstanding achievement and has demonstrated the value of cooperative action. Undoubtedly there will be more efficient operation of busses and greater safety if these standards are adopted on a Nation-wide basis. The fact that all States have participated in their preparation should enhance the chance of their being approved by all States. The standards can be put into effect by various means—in some States by passage of a bylaw by the State board of education, which is the case in my own State, and which, incidentally, has been done; by legislative action; by agreement among the various school systems of the State.

In my opinion, this uniformity in respect to bus equipment and operation is most important, and I respectfully urge the various States to adopt the standards.

World Peace

Those who attended the Baltimore conference in 1944 will remember the inspiring address by Isaiah Bowman, president of Johns Hopkins University, on the Dumbarton Oaks Conference and other steps taken by our Government to insure world peace. Out of this meeting grew the suggestion that a committee be appointed to confer with the U. S. Office of Education and the Department of State to plan ways and means whereby authoritative information could be secured and sent direct to the State departments of education for use in the States. It was suggested also that this Committee prepare suggestions as to how the material might be used on a State-wide basis. In my opinion, this is one of the most important actions taken by the Association during the past several years. Your president appointed a committee composed of John H. Bosshart, chairman (New Jersey), Alonzo G. Grace (Connecticut), and Colin English (Florida). Several meetings were held with the Committee and with representatives of the Department of State in the Office of Education. Considerable progress has already been made in this work through the staff set up by the Committee. The staff is composed of representatives from the State departments of education of Connecticut, Florida, New Jersey, and Maryland.

A detailed report will be made by the chairman of the Committee. The recommendation I wish to make here is that the continuity of the work of the Committee not be interrupted and that the same Committee be reappointed to carry on the work. In my opinion, it is too important for any change in its operation to be made.

General Status of Organization

The second part of this report deals with a more general and more important problem facing the Council and its members. I refer to the encroachment of various Federal agencies on the authority of the State departments of education, and to the ways and means by which education can continue to be a State function, with the rights and responsibilities of the State educational agencies preserved. May I say that this discussion should be interpreted in no manner as referring to the matter of

Federal aid to education through State educational channels. That is another matter entirely, and has no connection with this discussion. By way of preface, may I make some observations which have a bearing on the basic issue? In the first place, there is no doubt in my mind that the American people are not much longer going to tolerate letting a large part of our population remain in ignorance and in poor physical condition. We are all well aware of the impetus given to increased educational opportunities by the reports of deficiencies brought to light after World War I. Undoubtedly the report of General Hershey, given some months before the end of World War II, to the effect that 5,000,000 youth had been rejected by the armed services because of educational and physical defects, is bound to give a similar impetus to education. Parenthetically, I have often wondered what General Hershey's figures would have been had the same examinations been applied to girls. Undoubtedly the picture would have been almost, if not quite as dark. When I refer to these figures, I am not concerned with a war situation—we are now at peace—but with the effect of such conditions upon our country in peacetime and how they can be remedied and in the future prevented.

Forces Toward Improved Educational Opportunities

As I see it, at least three forces will bring about improved educational opportunities, looking to the elimination of ignorance and poor physique.

The first force is the growing realization of the importance of education in a democracy. In part, this realization is due to the fact that as a people we are more enlightened than we were a quarter of a century ago, and therefore more capable of understanding and appreciating the forces that play upon us. In the next place, our more extensive contacts with other peoples, particularly those of nondemocratic nations, will magnify in our minds the blessings of democracy.

There can be no disputing the fact that in a democracy it is essential that every participator in the operations of government through the exercise of the franchise (and theoretically every adult in our country has that right) have a sufficient amount of education to enable him to make intelligent choices. The right of doing one's own thinking, of making one's own decisions, and of exercising these rights, freely and without restriction, is the privilege of only those people who live under a democratic form of government.

A government of a free people, dependent upon the decisions of all, quite obviously can be preserved only if the decisions of its people are based upon understanding and intelligence. The converse should be as apparent, that ignorance is dangerous because it can be led by false gods and demagogs for their own gain.

I think that we are beginning to realize this fact, and that acting in enlightened self-interest, if not for more altruistic purposes, we shall see to it that a minimum amount of education shall be offered to and required of all, regardless of where they may live.

A second force, which naturally follows the first and is an example of it, is the realization of the effect of the migration of educationally less favored persons to more enlightened communities. Even before the advent of war we were a highly mobile nation, some figures estimating it as high as one in four. The war greatly accelerated the mobility, whatever the figure was before. In some localities populations were almost doubled; in the majority of places which felt the impact of the migration, the percentages of increase were much smaller, but in all cases the growth affected the educational and social life of the community.

For the most part I believe it fair to say the migrants came from less favored communities economically, and represented the less favored of the citizens of their home communities. These two facts—the migrants' coming from the less favored communities and representing the less favored of even their own people—brought untold problems into the enlarged communities, which very generally had higher social, economic, and educational standards. In brief, these migrants lowered the standards of these communities, either because the newcomers had poor standards or because the migrants could not maintain their former standards in the facilities available in the newly congested areas. The probability that a large percentage of these migrants will, in my opinion, remain in their new homes will perpetuate, if not worsen these unsatisfactory conditions.

The result of all this will merely accentuate in the minds of thoughtful people the knowledge that, to paraphrase Lincoln, we cannot live in a nation "half educated (I am referring to percentage of population here) and half uneducated." For the protection of the future generations we shall insist upon a minimum standard of education for every child in our great nation, regardless of where he may live.

The third force that will tend to bring about the privilege of educational opportunity for all youth in our nation is the splendid program of educational training given by our armed forces. This has been a war of specialized training. The psychological effect of this training on our youth has been tremendous. Witness the enormous interest of the veterans in the opportunities offered under the provisions of the G. I. Bill of Rights.

Another effect of the military training may prove even more powerful, though somewhat delayed. The veteran who because of his education was given preferment in the service will recognize this fact and will impress upon his younger brothers and sisters and his children the importance of education; likewise, the veteran who suffered in the service because of his lack of education will impress upon the younger generation the value of extended study.

Undoubtedly other factors also will tend to bring about universal education in America, but those mentioned should be sufficient to make the point.

Unquestionably, then, we must look forward to great emphasis being placed upon education, and rightly so, throughout the Nation. Practically, I believe this trend will result in the offering of a basic amount of education in every part of the country, and an extension of the rather superior opportunities already being offered in the more favored communities. This conclusion is but logical; the more we know, the more we realize we need to know, and the more likely will the standards of education advance.

From a practical standpoint, as I see it, we as chief State school officers should be concerned with two basic facts: *first*, that the need for greater

educational opportunities will be apparent and that something is going to be done to provide this opportunity for all; and, *second*, these needs are going to be taken care of by either the Federal or the State government.

There are those who have no fear or feeling about the participation of the Federal Government in public education. I respectfully take the opposite view. In respect to Federal participation, let us face realistically the facts. The first is that whenever an educational need, real or fancied, can be demonstrated and the public is convinced of the necessity of meeting the need, it will be met in some way; the second is that if the State does not meet the need, the Federal Government will.

We do not have to go far afield to recognize the second fact. Consider the late lamented NYA program, which, however, honesty compels us to admit was based upon a need not met by the States; the WPA educational program; the nursery schools during the war period; the school lunch program; and other activities not necessary to mention. Probably the most damaging aspects of these programs is that for the most part they have been or are operated by Federal agencies making no pretense of being educational.

Let us be frank about the problem. We cannot criticize these practices from the standpoint of need (that is, most of them); nor, in general, I believe, can we condemn the Federal Government for placing the operation of these programs in the hands of noneducational Federal agencies. Nor was the Federal Government always at fault in bypassing State educational agencies. "The fault lies not in our stars but in ourselves." I make this statement not in any sense of criticism of the States, but to recognize a situation realistically, and to lay the groundwork for a constructive suggestion.

I believe firmly in the principle that education is a State function. May I repeat that this statement has no bearing on Federal aid to education. The Federal Constitution delegates education to the States. All our youth are American citizens, however, and mobile citizens, and the lack of education on the part of any of our future voters constitutes a danger to the rest of the nation and to our form of government. It is apparent then that it is encumbent upon the several States to meet their responsibility and in good measure.

What, then, is the answer to the problem? A strong and adequate State system of education in every State. We must realize that not every State in our nation has a strong and adequate system, and that gross inequalities exist within States. If this situation continues, there will always be the threat of a "Federal system of education."

Time and again in appearing before committees of Congress to urge that the rights and prerogatives of State educational agencies be reserved in any national program receiving Federal aid, I have been told, not only by legislators but even by unfriendly educators, that too many State systems are too ineffectual to carry out satisfactorily the proposed program. It is true that in some cases these remarks were probably merely excuses to place the responsibility of operation in an agency, Federal or State, that would be more friendly politically, but too often the statement was based on sincere conviction.

I am convinced that the answer to the problem lies in a strong State school system, with its capstone a strong and professionally staffed State department of education. I believe that if by the use of some magic wand we could overnight establish such departments in every State, public education would be almost miraculously extended and enriched. Nay, more, I do not believe that this improvement in educational opportunity can come about otherwise. It is clear that, even though State departments now vary in power and influence, any movement looking to improvement in education can become widespread more quickly and effectively through the State departments than through any other educational agency. This organizatiton can be by far the most influential educational body in bringing about desirable educational changes. Consider, for instance, the recently developed bus standards developed, it is true, through the cooperation of the National Education Association, the Automotive Safety Foundation, and the National Council, but actually put into effect in many States by the members of this organization, either through legislation or through action of the State board of education.

We are faced, then, with the necessity and the oportunity of strengthening not our organization—that is incidental—but our internal State organizations, our State departments of education, if we are to maintain the principle of public education as a State function. The rest of my discussion will present practical suggestions for accomplishing this objective.

May I remark parenthetically that while I have definite convictions as to the best method of selecting chief State school officers, at the moment the point is of secondary importance. However a chief State school officer obtains his position, he is a person of influence in the educational affairs of his State. This is true, be he elected by the people or appointed by a board. For this reason, he can be an effective instrument in bringing about reforms and progress.

The National Council can be of inestimable help to the individual chief State school officer in his attempt to develop a strong State school system and a strong State department of education. The knowledge and experience of the group can be pooled and serve as a guide in his efforts to improve the State education system. He has behind him the influence of principles agreed upon in common and unrestricted discussion. I presume that at times all of us have used in our local situations the principles accepted by this organization as sound. In addition, it is here in our deliberation of matters educational that we receive new ideas and new inspiration for our work.

Specifically, what are some of the important factors of a strong State school system upon which we could very profitably agree? May I name a few, merely for the purpose of illustration.

1. What are the elements of a good State department of education?

2. What factors constitute a sound plan of financing schools on a Statewide basis?

3. Upon what basis should State funds be distributed to local school systems?

4. How may every child in the State be given a minimum amount of education?

5. What minimum amount of education should each child receive?

6. How may the State's program of education safeguard local initiative?

7. What constitutes a satisfactory program of supervision, State and local?

8. How may a State system of education preserve local control?

9. What should be the educational and professional qualifications for the staff?

10. What should be the accrediting standards for various types and grades of schools, and to what extent should the State department have the responsibility of accrediting?

11. What should be the duties and responsibilities of the State board of education and of the State department of education?

There are countless other problems and questions, possibly more important, that could be raised. These, however, will serve to illustrate the point. From the experience and training of the members of this group and their associates the best practices may be identified and described, expeditiously and clearly.

* * *

Finally, I wish to urge what we all subscribe to—a strong U. S. Office of Education. We do not wish a central office to control and direct our actions, but we should benefit greatly from an office capable of rendering added services. It should represent education at the national level; it should be the one Federal agency with which we deal; it should secure and distribute to the State departments authoritative information on educational proposals originating in Washington; it should serve as a medium between State departments and the various Federal agencies; it should distribute to the States all Federal funds appropriated for educational purposes; it should conduct such studies as may be requested by the National Council and distribute the results; in brief, it should be the service agency for education, especially for the State school systems.

To render the services needed, the U. S. Office of Education must be staffed adequately and with highly qualified leaders. Needless to say, increased financial support will be necessary. Fortunately, some additional funds were given the Office in the last budget, but these must be supplemented. The Council helped to get these funds, and should pledge itself to work for a larger appropriation for the excellent work the Office is doing and for desirable expansion.

* * *

POLICY STATEMENTS OF THE NATIONAL COUNCIL OF CHIEF STATE SCHOOL OFFICERS

For many years past, the National Council of Chief State School Officers has approved at each of its annual meetings certain statements of policy which were concerned with the various aspects of education. Some of these statements of policy have become obsolete and some have been repealed or altered. In 1944 the Council requested the Study Commission to bring together those statements which have not become obsolete and which have not been repealed or altered by later statements.

The following report, approved by the chief State school officers, brings together as of the 1946 annual meeting in Buffalo, those statements of policy which are still in effect.

Council Organization and Procedures

1. *Name of Organization.*—This organization shall be designated as the National Council of Chief State School Officers.

2. *Membership.*—The Council shall consist of the chief State school officer—State superintendent or commissioner of education—of each of the 48 States, District of Columbia, and outlying possessions. Each chief State school officer or his designated representative is entitled to vote on Council matters.

3. *Officers.*—The officers of the National Council of Chief State School Officers shall be a president, vice president, secretary-treasurer, and an executive committee, who shall be elected at the time of the annual meeting and shall take office following their election.

4. *The Executive Committee.*—The Executive Committee shall be the official representative of the National Council of Chief State School Officers and shall consist of the president, vice president, and secretary, and five members-at-large, or a total of eight members.

5. *Legislative Committee.*—The president of the Council, in consultation with the chief State school officers, shall appoint a committee of not more than seven members to work with the U. S. Commissioner of Education as he considers the problems of relations to States which are before Congress and may be presented to Congress during the ensuing year. This Committee shall represent the chief State school officers in all legislative matters.

6. *Resolutions Committee.*—The president of the National Council of Chief State School Officers shall appoint a Resolutions Committee within 30 days after the adjournment of the annual meeting at which he is elected, to the end that continuing policies of the Council may be set up and resolutions drafted well in advance of the ensuing annual meeting.

7. *Time and Place of Annual Meeting.*—The time and place of the annual meeting of the Council shall be determined by the Executive Committee.

8. *Program for Annual Meeting.*—The program for the annual meeting shall be prepared by the president with the assistance of the Executive Committee, after consulting with the U. S. Commissioner of Education. At least a half day, and not more than a day and a half, of the meeting shall be set aside on the program for the use of the U. S. Commissioner of Education and his staff.

9. *Policy Statements.*—The Council shall adopt such policy statements as it deems proper. The president of the Council shall seek the assistance of the U. S. Commissioner of Education in maintaining a continuing record of the policies adopted by the Council. Such policies as adopted shall continue in effect until specifically modified or repealed by action of the Council. The policies adopted each year shall be properly classified and added to existing policies.

10. *Adoption of New Policies.*—Proposals for new policies shall be submitted in writing to the chairman of the Resolutions Committee who shall submit same to his Committe for review before it is transmitted to the National Council at the current annual meeting for consideration. A proposed policy statement shall be adopted as a continuing policy when approved by a vote of at least two-thirds of the voting members present. Any policy of national concern thus adopted is to be supported by the members as a Council policy. Any policy of State or local concern thus adopted is to be considered a recommendation of the Council to the respective States or local school administrative units.

11. *Study Commission.*—A Study Commission on State Educational Problems is organized primarily to study problems assigned to it or approved by the National Council or its president, and to prepare and submit each year to the National Council or its Executive Committee reports and recommendations concerning policies growing out of these studies.

A. *Organization of Study Commission.*—The Study Commission on State Educational Problems shall consist of one member from each of

the States appointed by the chief State school officer of his State to serve at his pleasure. The Study Commission shall operate through and in cooperation with a Planning Committee of nine members appointed by the president and recommended by members of the Study Commission for 3-year overlapping terms, so that three new members shall be selected each year. The U. S. Commissioner of Education shall appoint a staff member to serve as a liaison person between the U. S. Office of Education and the Study Commission and serve as secretary to the Planning Committee and the Study Commission.

B. *Methods of Operation.*—The Planning Committee shall meet from time to time as necessary and shall meet regularly at the time of the annual meeting of the National Council of Chief State School Officers for planning and carrying on studies and presenting reports. The Planning Committee, at the annual meeting, shall elect a chairman for the ensuing year. Each member of the Study Commission shall be expected to (1) cooperate in studies assigned by the Planning Committee, (2) serve as a liaison person to clear tentative reports with the other members of his State department staff and his chief State school officer, and (3) submit recommendations to the chairman of his Committee or to the Planning Committee. The Planning Committee shall have general leadership of the Study Commission; shall plan and call all meetings and approve all ad interim actions of the Commission; and shall review and edit project committee reports to be submitted to the Council.

C. To the end that the Study Commission and the Planning Committee may function most effectively and be of maximum assistance to the Council, each chief State school officer is requested to see that the Study Commission member appointed from his State is one of the ablest persons available, and that he understands his responsibility for assisting and preparing reports. This person should have the necessary time to work on the reports submitted and should be authorized to attend such meetings as are called by the Commission.

D. Each chief State school officer who has a staff member on the Planning Committee should make it possible for that member to attend all the meetings called by the Committee chairman.

E. A work conference of the entire Study Commission should be called for the purpose of developing, stimulating, and evaluating procedures for considering the various reports submitted to it.

F. The National Council should as soon as possible submit problems to be studied for next year.

G. The president of the Council is authorized to appoint from persons who have served on the Planning Committee and whose terms have expired special consultants to work with the Planning Committee.

State and Federal Relationships and Services

1. *Federal Organization for Education.*—Any organization or reorganization which has to do with education on the national level should be so carried out as to safeguard education as a long standing institution of American society and, as such, to be regarded as the fundamental agency of government deserving separate, distinct, and favorable consideration.

2. *National Legislative Matters.*—The Council recognizes that in all matters relating to Federal legislation pertaining to education, the U. S. Office of Education is the only appropriate Federal administrative agency of all such educational programs. The Council strongly disapproves and opposes any legislation or directive authorizing, empowering, and requiring any agency, except the U. S. Office of Education and duly constituted State and local educational agencies, to perform educational functions. In the interest of sound policy and procedure in all matters relating to Federal legislation pertaining to education, as well as proposed programs of education, the chief State school officer of each State shall recognize the U. S. Office of Education as the appropriate agency of all such educational programs.

3. *Unify Effort to Safeguard Education.*—The officers and Executive Committee are directed to study specific means by which the U. S. Commissioner of Education and the members of the Council may more effectively coordinate and strengthen their united effort in safeguarding those principles upon which the American public and its system of education are based.

In order that the U. S. Office of Education may function as the one Federal agency responsible for correlating and integrating all educational activities at the Federal level, the Office should (a) cooperate with each other Federal agency in determining the educational problems and needs growing out of the legitimate functions of such agency, (b) seek to discover the contributions each agency may properly make to education, and (c) aid in planning and relating to the entire educational program the proper educational interest of each agency.

Each State should expect as a matter of policy to work with and through the U. S. Office of Education on all matters involving Federal-State relationships in education. The U. S. Office of Education should plan to coordinate Federal activities in the field of education and improve its own administrative and consultative service to the States.

4. *State Legislation.*—The U. S. Office of Education is requested to prepare and transmit periodically to the Chief State School Officers a list of items of state legislation which may need revision to meet current or prospective adjustments as a result of war conditions regarding transportation facilities, demand for child labor, etc.

5. *Finance Data.*—The assembling of facts on school finance in functional form similar to those made available by the cooperative study on school finance should be made a continuing part of the regular program of data collected by the State departments of education and by the U. S. Office of Education.

6. *Accounting and Reporting.*—The U. S. Office of Education should conduct such studies as may be necessary to point out the need for adequacy and additional uniformity in accounting and reporting. The States should cooperate with the U. S. Office of Education in promptly reporting data and in developing accurate and adequate school accounting.

7. *Surveys and Special Studies.*—The U. S. Office of Education is encouraged to continue its studies of special phases of education and to cooperate with the States in carrying on such surveys and special studies as seem to be necessary and desirable.

8. *Federal Participation Through State Educational Agency.*—All Federal participation in public education within the States should be through the regularly constituted State educational authorities in the several States.

9. *Allocation of Educational Functions.*—The Federal Government should develop a defensible plan for (a) reviewing proposed Federal legislation to assure the proper allocation of educational activities, (b) studying the present allocation of educational activities for the purpose of securing the reallocation of those activities that are improperly allocated.

10. *Clearance with U. S. Office of Education.*—Every Federal agency interested in educational activities which might concern States and local school systems should be charged with the duty of taking up and clearing through the U. S. Office of Education its educational proposals. It should be clearly understood that (a) every such proposal will be jointly agreed upon before being transmitted to the State, (b) if a staff

is needed to sponsor or stimulate the activities agreed upon, provision should be made through the U. S. Office of Education for the necessary services.

11. *Clearing with Chief State School Officers.*—No project of any Federal agency which may involve cooperation between the agency and the educational authorities of any of the several States or territories shall be instituted in or proposed to any school system or any political subdivision without presenting such projects in writing to the designated State educational authorities of that school system or political subdivision and receiving in writing the approval of such project by such educational authority. Copy of such proposal and approval should be filed with the chief State school officer of the respective State.

12. *Elimination of Duplication.*—All plans which if carried out would duplicate in buildings, equipment, and teaching personnel programs already in service or in need of but small aid to meet new exigencies are disapproved.

13. *Federal Encroachments.* — The Council and the Chief State School Officer of the respective States shall acquaint the people of the State with actual and piece-meal Federal encroachments in the field of education and shall oppose all undesirable Federal controls of public education.

14. *Franking Privilege.*—The franking privilege for mailing to the fields numerous communications dealing specifically and exclusively with Federal business should be extended to the chief State school officers in order to assist in meeting the heavy cost of mailing.

15. *Educational Services Which States Should Expect From the Federal Government.*

A. Educational services provided by the Federal Government should be of such character and rendered in such manner as to assure that the administration and operation of the educational program in the States will remain the responsibility of the States and local school units.

One of the basic principles of education in our democracy is that the direct control of the educational program resides in the people of the States and local units. The Federal operation of any service, such as the National Youth Administration, clearly violates this principle. Any service which tends to encroach on the rightful responsibilities of the States and local units weakens the effectiveness of their organization. If the principle is to be effective, the State must discharge its responsibility to provide a complete and well-rounded program. To fail in this is to invite, if not to assure, the violation of this principle.

B. The Federal Government should provide those services to the States in the field of education which cannot be rendered effectively by the States and local school units.

To assure the proper development of education in the Nation and in the States, it is necessary to have certain services which the States individually cannot provide. It is essential that the Office of Education assist in and promote interstate, regional, and Nation-wide programs in dealing with problems which concern groups of States.

C. The needs of the States should determine the educational services which the Federal Government should provide to the States.

If the program of services to the States is to be effective and vital, it is essential that it grow out of and meet real needs. This does not necessarily mean that the State will recognize such needs. It may well be that the Office of Education should assist States in identifying and recognizing their needs for service.

D. The Federal Government should administer and operate only those educational programs which are clearly and exclusively a national obligation.

There are certain educational activities, such as the military and naval academies, which are definitely the responsibility of the Federal Government.

E. Steps should be taken to strengthen the program of the Office of Education in the services for which it was established. The act establishes an agency whose purpose is to exercise broad leadership. If this leadership is to function effectively, it is essential that a clear and well-defined working relationship be established between State departments of education and the Office of Education. It is proposed that a program of conferences either on a national or regional basis be developed so that, as a guarantee that real needs will be served, the States can help determine the services to be provided by the Office of Education.

F. Administrative regulations and requirements incorporated as part of present Federal programs of financial aid to education should be reduced to a minimum.

G. Legislation granting financial assistance for education in the future should limit the role of the Federal Government to disbursement of funds and auditing.

H. Steps should be taken to discontinue the rendering of educational services to the States by noneducational Federal agencies. Any such services that should be continued should be transferred to the Office of Education.

I. The services provided by the United States Office of Education should be adequate to meet the needs in the field of education. In order that this service may be provided effectively, a thorough study of the organization of the Office should be made by competent educational authorities, including representatives of the States. Adequate funds and staff should be provided to make it possible to provide these services.

Federal Financial Aid for Education

This Council holds that this Nation does have, should have, and must have the right to reach into the most poverty stricken home in the remotest part of the poorest State in this Union and draft the young manhood of that home to face the battle line for the protection of democratic ideals and institutions and that this Nation must find some way to dedicate a reasonable portion of its resources in order that every child in every home throughout the land may have a reasonable opportunity to develop his intelligence, his skill, his talents, his ideals, and his attitudes in such a way as to make him fit to serve a democracy in time of war or peace. In achieving this objective the following policies should be observed:

1. In a democracy such as ours wealth should be taxed wherever it exists to educate children wherever they are.

2. Federal funds should be made available to the States to assist the States in equalizing educational opportunity throughout the Nation to the extent of making possible an adequate minimum or foundation program of education in each State, without Federal control of education.

3. Federal legislation providing for the distribution of appropriations for public education should incorporate equitable and objective techniques for determining allocations to the States.

4. Federal financial assistance to public education should take the form of grants-in-aid to the respective legally constituted State educational authorities rather than grants-in-aid to local school administrative units.

5. The regulation and control of public education is a legal responsibility of the States. The Federal Government should neither directly nor indirectly usurp that power by fiscal controls exercised through the administration of Federal grants.

6. All Federal grants-in-aid for education should be restricted to support of

tax-supported public educational agencies.

7. All Federal auditing of Federal grants-in-aids to public education should be restricted to the auditing of respective State central educational authorities.

8. The Federal Government should not attempt to shape the American system of public education according to a preconceived Federal pattern by imposing upon the States any conditions for participation in Federal aid for education as would tend toward that end.

9. The States should make such reports in such form to the U. S. Office of Education as may be jointly agreed upon by the U. S. Office of Education and the National Council of Chief State School Officers.

Educational Plant Facilities

1. The Federal Government should provide funds through the United States Office of Education to be used in planning and constructing educational plant facilities.

2. Federal funds for the construction of educational plant facilities should be allocated through the United States Office of Education to the legally constituted State educational authorities rather than directly to local administrative units.

3. Federal funds for the construction of educational plant facilities should be allocated through the United States Office of Education to the States in accordance with an objective form formula giving due consideration to the relative financial ability of each State. If a local or a State contribution to the cost of school plant construction is required, the percentage of such contribution should be adjusted in accordance with the financial ability of the State.

4. The Federal Government, through the United States Office of Education, should provide school building consultative services, at the request of the chief State school officer.

5. The State should provide funds for educational plant facilities to local administrative units.

6. The allocation of State funds to local administrative units for the purpose of providing needed educational plant facilities should be in accordance with an objective formula that gives proper consideration to variation in the fiscal capacities of local units.

7. Approval by the State department of education in terms of minimum standards for the location and plan of new buildings should be required.

8. The State department of education should provide consultative services to local administrative units for community surveys and school plant design.

9. Local school authorities should be encouraged to initiate procedures leading to the construction of educational plant facilities where needed.

10. Local school building planning should be coordinated with the planning of related agencies to achieve a wider use of the new school plant.

11. Financing a new school plant should require a local contribution in accordance with the ability to pay. Such local participation should not be achieved by diverting current expense funds.

12. The location and construction of educational plant facilities should encourage proper organization of local school administrative units and should not under any circumstances contribute to the perpetuation of an inefficient school district.

State Educational Organization

1. The State constitution should contain the basic provisions for the organization, administration, and support of a program of public education; and it should empower and direct the legislature to establish the general plan for carrying out the basic provisions so set forth.

2. The legislature should enact enabling statutes for the organization, administration, and support of the State system of education.

3. The legislature should create a State board of education and define its powers and duties.

4. The legislature should delegate to the State board of education authority to establish such minimum standards and technical requirements as are consistent with the statutes.

5. The State board of education should be the policy-making board at the State level for the entire State educational system.

Pending the time that one over-all board is established, it is desirable that some form of coordinated board be established which can be regarded as representing the entire State educational system in such matters of educational concern as affect the entire State; e. g., dealing with problems of surplus commodities, the education of veterans.

6. The State board of education should comprise no more than nine nor less than five members, selected to serve for relatively long and overlapping terms, so as to assure reasonable continuity and consistency in policies.

7. Members of the board of education should be selected according to some plan which will insure freedom from domination by partisan political factions.

8. The chief State school officer should serve as secretary and executive officer of the State board of education.

9. Statutory provisions should be made requiring that the qualifications for the chief State school officers be made at least comparable to the other equivalent professional positions in the State.

10. The salary of the chief State school officer should be, at least, equal to the highest paid educational administrator in the State.

11. The State department of education, which should consist of the chief State school officer and his staff, should be organized as a State service agency in the field of education to provide professional leadership and guidance, to coordinate educational services, and to carry out the policies and duties authorized by the State board of education.

12. The personnel of the department should be selected on the basis of merit and fitness by the State board of education upon the recommendation of the chief State school officer.

13. The organization of the department should facilitate providing efficiently all needed services and should promote coordination and integration among the services.

14. State departments of education should continually analyze social implications of education and the relationship of education to the democratic society as a basis for determining what service they should render.

Relationships of the State Educational Agencies to Other State Departments or Agencies

1. There should be a plan and program involving continuous evaluation of services to be rendered by the State, so that those which are predominantly educational in nature may be assigned to the educational agencies and others to the appropriate agencies.

2. When some other department or organization is providing certain services which belong essentially to education, the funds and responsibilities for those services should be transferred to the State department of education.

3. If some department or organization other than a recognized legal educational agency desires educational materials to be prepared by or for schools, such material should be jointly planned for, produced, and distributed by the educational agency and the other department or organization involved.

4. Representatives of agencies not legally specifically established as educational agencies but whose programs involve educational aspects should serve educational agencies only in a consultative capacity, rather than as instructional personnel of the schools.

5. Auxiliary services, such as serving lunches, providing school transportation, etc., should be administered by schools insofar as they serve to facilitate the instructional program.

6. Responsibilities of State auditors, budget directors or similar officers, attorney generals, etc., should be checked carefully and defined so that they can carry out their functions effectively without directly or indirectly determining educational policies. Responsibility for recreation by educational agencies as to extent, scope, and financial support, and the relationship of educational agencies to other agencies involved in recreational activities needs careful analysis and study.

Financing the Educational Program During and Following the War Emergency Period

1. *Relation of Control and Support*

A. The control of education is not necessarily centered at the level or agency of government which levies or collects taxes for the support of education.

B. Taxes for the support of education should be levied and collected by the agencies and levels of government which can perform this function most effectively and equitably. Wealth should be taxed where it exists for the education of children where they live.

C. Funds for education should be allocated and expended in a manner which will promote efficiency, insure a satisfactory school program, and encourage and strengthen local responsibility in school administration.

D. When funds for education are collected at one level of government for expenditure at a different level, these funds should be apportioned in accordance with an equitable and objective formula which does not grant discretionary authority to the officer responsible for apportioning these funds.

2. *Improvements in Local Support*

A. The nature, form, and size of the local school administrative unit should conform to the pattern that will provide educational services effectively and economically under competent professional leadership and permit the most successful operation of the property tax.

B. Basic improvements in property tax assessment and administration are needed to strengthen local support of education.

C. Flexibility and independence in levying the local school property tax should be assured.

3. *Improvements in State Support*

A. Each State should develop a program of State support embodying principles of equalization which will guarantee that every child shall have at least an adequate minimum educational program.

B. A complete and well-balanced minimum program of education should be defined by the State, the funds necessary to operate such a program should be determined, and the amount so determined should be used in computing equalization payments.

C. The determination of available local funds for equalization purposes should be based upon a valid assessment of property in the local administrative unit.

D. In addition to equalization funds, the State should provide additional support for all school districts to meet increased school costs and to finance new services.

E. Detailed earmarking in the allocation of State school funds should be avoided.

F. State support programs should encourage the development of local school administrative units of sufficient size to permit the operation of an economical and satisfactory school program.

G. Inequities which may exist in the present school support plan should be corrected as additional funds are provided.

H. The State board of education or other appropriate State educational agency should have limited funds and and authority to make grants to local school units for the purpose of establishing new programs on an experimental or emergency basis.

I. After a new program has been in satisfactory operation for a reasonable length of time, provision for its support should be incorporated into the regular school support plan.

J. State aid should be provided for school construction purposes and the State should retain authority to approve the location, size, and plan of new school buildings.

K. If local contributions are required for participation in the State school building fund, the amount required should be adjusted in accordance with the financial ability of the local unit.

L. A comprehensive and fiscally adequate system of State taxation is essential to provide for all State needs including the funds required for education.

Planning the Educational Program

1. The responsibility for leadership in planning the educational program properly belongs to and should be assumed by the regularly constituted educational agencies and authorities at the proper level.

2. The planning procedure and process should be carefully formulated, unified, and systematically carried out.

3. Educational planning should be recognized and carried out as an integral aspect of community, State, and national planning.

4. Definite provision for planning in educational organizations must be made in order that planning may proceed satisfactorily and attain tangible results.

5. One phase of educational planning should provide the basis for organized research. Another phase should be built on and utilize fully the results of research.

6. Educational planning must be thought of and established as a continuous process requiring constant adaptation of plans to emerging needs.

7. Educational planning to be functional must be realistic and practical but should not be needlessly limited by existing situations.

8. All educational planning should involve the active and continuing participation of interested groups and organizations.

9. The planning program should result in specific recommendations which are understood and accepted by those who are participating in the program.

10. Provision for continuing evaluation of the planning process is basic to the success of the program.

Developing an Adequate Educational Program

1. The educational program can be considered adequate only when provision is made for meeting satisfactorily the needs of all individuals and groups who can and should benefit from participation in the educational program.

2. Each State is responsible for determining the extent of educational services which should be provided by a State program of education and for assisting local communities in determining the scope of services to be provided in the community.

3. An organization should be projected which will be adequate to render needed services and provide the necessary facilities for all groups with a maximum of efficiency without duplication, overlapping, or omissions.

4. An adequate program of education at State and local levels should be defined in terms of the needs rather than in terms of the funds which are available at any given time.

5. An adequate educational program should include the provision of special services for individuals and groups with specialized needs.

6. Provision should be made for utilizing the services and facilities of all related agencies which should properly render services auxiliary to education.

7. The minimum or foundation program of the State should be projected in terms of resources obtainable and con-

sidered as a first step toward developing an adequate program.

8. The educational program which is developed must be sufficiently flexible to permit adjustments to meet emerging needs.

Teacher Education

1. The State department of education should accept primary responsibility for exercising leadership in the provision of an adequate supply of ever-improving teachers for the State's system of schools.

2. The State department of education should exercise leadership through cooperative planning.

3. The organization and staffing of State departments of education should facilitate the performance of the leadership function.

4. The statutes of the State should charge the State board of education with responsibility for leadership in teacher education and should delegate to it the authority needed in carrying out that responsibility through the chief State school officer.

5. It is urgent that the State department of education exercise its leadership function in evolving a program which will result in recruiting and holding desirable teaching personnel.

6. The State department of education should develop and maintain a system for predicting with a fair degree of accuracy the future demands for teachers.

7. The improvement of selection procedures of person, both for entrance to and for continuance in the profession, should challenge the best leadership of the State department of education.

8. Provisions should be made whereby the chief State school officer through his staff may participate actively in developing curricula for the preservice education of teachers. Such participation is essential in tieing the teacher education in the colleges more effectively with the work of the teachers on the job.

9. The State department of education should stimulate and assist the colleges in identifying the needs to be met by teachers in planning curricula to meet needs, in evaluating the effectiveness of curricula, and in making constant revision of curricula in the light of the evaluation arrived at.

10. In-service educational offerings should focus upon helping teachers do their everyday jobs better, and the State department of education should assume leadership in making such offerings truly realistic.

11. Curriculum improvement programs, supervisory assistance, and consultant services should form the backbone of an in-service educational program; the State department of education should demonstrate the highest caliber of leadership in making such enterprises successful through the cooperative planning of all persons and agencies concerned.

12. The State department of education should be equipped to render leadership and consultative services to local school systems by having its own specialized instructional personnel; it should also act as a clearinghouse for channeling suitable personnel from other agencies, colleges, and local school systems in locating and solving educational problems.

13. A cooperatively evolved plan for the intensive education of such emergency teachers as have shown promise should be inaugurated at once.

14. The legal power to prescribe the types of teaching certificates to be issued by a State and to establish the policies governing such issuance should reside in the State board of education. The State board should adopt policies with the advice of the chief State school officer; these policies should be executed by the chief State school officer acting through the State department of education.

15. Certificates should be based upon the completion of curricula which have been designed to develop the desired attributes of the teacher and have been approved for that purpose.

16. Certificates should lapse upon the separation of a person from the teaching profession in accordance with carefully planned regulations adopted by the certification body. Life certification is frowned upon.

17. Temporary emergency certificates should be issued to those persons whose qualifications are below the minimum acceptable standards; they should be valid for not more than one year at a time; holders should not be required to take additional education unless they show definite promise of becoming desirable permanent additions to the profession. Persons who do show such promise may be issued provisional certificates, given a real opportunity to secure more education, and eventually be upgraded to regular certification.

18. The free flow of teachers across State lines should be facilitated; the best procedure to bring this about seems to be for States within a region to work out mutually acceptable understanding; the prestige of regional recommendation can then be used in support of any necessary legislative changes.

19. The State department of education must accept its obligation to insure that needed educational services for exceptional children are provided.

20. The leadership of the State department of education should result in the provision of curricula designed to produce teachers who are equipped with the needed general and specialized abilities.

21. An adequate supply of well prepared personnel to serve exceptional children demands both long term and emergency planning.

22. It is particularly important that the State department of education provide specialized consultative services to teachers of exceptional children.

23. States should enter into cooperative agreements for the establishment and maintenance of specialized college curricula in those fields in which the size of the demand indicates this to be a desirable procedure from the standpoint of economy and efficiency.

War Emergency and Postwar Problems

Postwar Educational Plant Planning and Construction.—During the war school plant construction has been greatly curtailed except in war impact areas. As a result much construction needed prior to the war and that for which a need has developed during the war has been delayed. Since it is anticipated that there will be national, State, and local public works programs which will involve the construction of school plant facilities the Council recommends the following policies to be observed by Federal, State, and local authorities in postwar school plant planning and construction.

1. Only the regularly constituted educational agencies should conduct surveys and field studies to determine the need for and location of educational plant facilities.

2. Drawings and specifications for educational plant facilities should be based on the results of such surveys and studies and be prepared solely by or under the direction of the regularly constituted educational authorities.

3. No Federal agency or representative of any Federal agency should be authorized to review or approve drawings and specifications for educational facilities except to assure compliance with minimum construction standards which will not affect the educational utility of the plant.

4. Local school administrative units should assume responsibility for initiating and for legally administering the construction of educational facilities within their respective units on the basis of needs determined and drawings and specifications developed in accordance with the foregoing policies.

5. The responsibility for prescribing and enforcing minimum construction standards for educational projects in-

volving the use of Federal funds should be assigned to competent State or local authorities whenever possible.

6. Federal funds made available for grants-in-aid or loans to States or to local school administrative units for the construction of educational facilities should be made available only for projects planned in accordance with the foregoing policies relating to planning and on the basis of relative urgency of need of individual projects as determined by regularly constituted educational authorities, and such funds should be allocated in accordance with certificates issued by the U. S. Office of Education.

Federal Funds for School Lunches.—The National Council of Chief State School Officers wishes to state in relation to any federally supported school lunch program the following principles as an interpretation of its adopted policies:

1. That any funds made available for the purchase of foods should be channeled through the U. S. Office of Education and through it to the State departments of education.

2. That any foods available for distribution should be channeled directly to local schools according to a cooperative plan arrived at and agreed upon by the Federal agency or appropriate State agency and the State departments of education.

3. That any funds made available for administration of the program for local, State, or Federal agencies or for supervision of such programs be channeled through the U. S. Office of Education and through it to the State departments of education.

4. That all funds made available for distribution to the States be apportioned upon the basis of an objective formula in terms of the purposes of the enabling act.

5. That the criteria for determining the items for which reimbursement is to be received should be arrived at cooperatively by the State departments of education and the Department of Agriculture, Federal or/and State.

6. That all responsibility for auditing local school accounts or supervision of the program be given to the State departments of education.

7. That the U. S. Office of Education and the State departments be allocated such funds as are necessary to administer and supervise the program, including the right of the State departments of education to allocate some of the funds to local or regional units for the purposes of administering or supervising the program.

8. That the exercise of all direct or indirect pressure on the part of any agency or local units to bypass the U. S. Office of Education or the State departments of education be expressly forbidden in the act.

World Peace.—The most serious problem facing the American people today is the establishment of a just and lasting peace. Such a peace is possible only when the people have an intelligent understanding of the problems and issues involved and a deep concern for their proper solution. The promotion of this understanding and concern is peculiarly an obligation of education.

In order that education may discharge this obligation the National Council of Chief State School Officers goes on record in favor of an international agency for education within the framework of the World Organization and recommends that each chief State school officer formulate and carry out a program designed to:

1. Secure the widest possible consideration and discussion of the problems and issues involved.

2. Call to the attention of all the seriousness and importance of the present situation.

3. Promote the formulation and critical evaluation of proposed solutions.

Educational Training of War Veterans.—The Council urges that the educational authorities and interested national, State, and local noneducational authorities recognize the need for education and training of returning war veterans and also recognize the need for providing such education and training through the regularly constituted national, State, and local educational authorities and thereby eliminate either unnecessary or uneconomical duplication of education and training programs.

Education of Aliens

It shall be the policy of this Council to encourage education of all aliens in this country as to the essentials of our democratic form of government and the individual responsibilities to and privileges in this democracy.

Child Labor Regulations

The Council endorses child labor regulations to protect the health, morals, and education of all children and to that end urges that child labor laws be such as to permit all students who can profit from education to continue in school at least through the twelfth grade.

School Attendance

The Council commends the Nationwide program of encouraging children to continue their education rather than to drop out of school for purely financial remuneration at this time or for any other excuse not essential to civilian and war needs, and in the case of the latter, where only absolutely necessary.

Crippled Children's Society Celebrates Silver Anniversary

Sometimes a national movement starts through a great-minded citizen who has met with personal tragedy. This was true of the National Society for Crippled Children and Adults. Its founder, Edgar F. Allen, lost a son following a crippling accident. Out of this experience, Mr. Allen resolved that better surgery, more adequate hospital care, and continued special services should be made available to other children crippled by accident or disease.

So much of his time and interest were given to the children in his community hospital at Elyria, Ohio, that he was affectionately called "Daddy Allen." Motivated by personal interest, with unflagging zeal, "Daddy" Allen gathered a group of like-minded persons to help crippled children. Soon the organization spread throughout the State of Ohio and into other States. In 1921, under the leadership of Mr. Allen as president, these State societies formed a central organization, known as the National Society for Crippled Children.

1946 marks the Silver Anniversary of this organization, which now has affiliated State societies in 42 States, serving needs of crippled persons across the Nation. Among those needing specialized services are more than one-third of a million crippled children registered in the States, it is pointed out by the Society.

These special services to the crippled are supported by voluntary contributions to the State societies during the month before Easter, by the purchase of Easter Seals. Based on valid, unfilled need, these services are for crippled persons of all ages, races, and creeds. The organization's policy is that funds are used for services which do not duplicate the work of other private or public agencies.

Dr. Wright to Retire–Dr. Gregory Appointed



J. C. Wright.

Dr. Raymond W. Gregory will be the new Assistant Commissioner for Vocational Education in the U. S. Office of Education upon retirement, June 30, of Dr. J. C. Wright, present Assistant Commissioner.

Dr. Wright is now on an educational mission to the Canal Zone in Panama which will require his absence from the country for an extended period of time. Dr. Gregory is acting Assistant Commissioner for Vocational Education in Dr. Wright's absence.

Dr. Gregory has been a member of the staff of the Agricultural Education Service in the Vocational Division of the U. S. Office of Education since 1936. During the war he had immediate charge of the administration of the Food Production War Training program. Under this program 200,000 training courses, enrolling approximately 4½ million persons, were organized and conducted by local public-school systems operating under State boards for vocational education with emergency appropriations made available through the U. S. Office of Education.

This Food Production War Training program, conducted in approximately 15,000 rural communities, did much to help the farmers of the Nation break all records for agricultural production, despite manpower shortages. More recently Dr. Gregory has been serving as Deputy Director of the Division of Surplus Property Utilization of the Office, in charge of Program Planning.

Born at Mooresville, Ind., in 1893, Dr. Gregory has been a practical farmer and educator most of his life. As a student in college he continued in partnership with his father in the operation of the family farm in Indiana. Today Dr. Gregory owns and operates a 230 acre combination fruit and livestock farm. His home is in Washington, D. C., and his family consists of Mrs. Gregory and their two sons.

Following his graduation from Purdue University in 1918, Dr. Gregory was a teacher of vocational agriculture and later Assistant State Supervisor of Agricultural Education in Indiana. He received advanced degrees from Cornell University in 1924 and 1937, specializing in rural education, with particular emphasis on public-school administration and secondary education. Dr. Gregory served as assistant in rural education at Cornell University 1923–24; associate professor of agricultural education at Purdue University 1924–36; assistant State supervisor of agricultural education, Indiana, 1928–36; specialist in agricultural education, U. S. Office of Education 1936–46. He was editor of the original American Vocational Association Journal from 1928 to 1932, and has been a member of the editorial board for the *Agricultural Education Magazine* since 1929.

Raymond W. Gregory.



Dr. Gregory is a veteran of World War I; a member of the American Vocational Association, the National Education Association, American Legion, and other organizations.

In commenting on Dr. Gregory's appointment, Commissioner Studebaker paid the following tribute to Dr. Wright: "When Dr. Wright's retirement automatically becomes effective June 30, 1946, Dr. Gregory will step into a big job. It has been occupied by a big man—big in spirit, big in human understanding, and above all, big in his contribution to the cause of American education. Dr. Wright has served the Nation faithfully and well, first as Director of Vocational Education under the old Federal Board for Vocational Education and later as Assistant Commissioner for Vocational Education in the U. S. Office of Education. His three decades of service were distinguished by soundness of judgment, integrity of purpose, and administrative ability of a high order. Dr. Gregory will take up where Dr. Wright leaves off to lead the Nation forward in its emphasis upon sound vocational education as an important phase of the education of every citizen."

American Public Health Association To Meet November 11

The 74th Annual Meeting of the American Public Health Association will be held in Cleveland, Ohio, the week of November 11, 1946, the Association Executive Board announces.

This will be the first full-scale convention of the Association since 1942. In 1943 and 1944, streamlined wartime congresses on public health were held, and in 1945 the organization held no annual meeting.

Dr. Harold J. Knapp, Cleveland's Health Commissioner, is chairman of the local committee.

Training Veterans To Be Farmers

Discussion at Meeting of Federal Advisory Board for Vocational Education

AT THE quarterly meeting of the Federal Advisory Board for Vocational Education, recently held at the U. S. Office of Education, the principal subject considered was providing training for veterans and war workers who wish to enter the field of agriculture as full- or part-time farmers.

Board Membership

The membership of the Board, which serves in an advisory capacity to the Commissioner of Education for the several fields of vocational education, is as follows: Clinton P. Anderson, Secretary of Agriculture; Henry A. Wallace, Secretary of Commerce; Lewis B. Schwellenbach, Secretary of Labor; John W. Studebaker, U. S. Commissioner of Education; Robert J. Watt, International Representative, American Federation of Labor, representing labor; Clarence Poe, Editor, *The Progressive Farmer*, Raleigh, N. C., representing agriculture; Paul H. Nystrom, President, Limited Price Variety Stores Association, representing industry and commerce, Chairman of the Board. At this meeting, the Secretary of Commerce was represented by C. L. Logsdon, and the Secretary of Agriculture by Charles Brannan. Dr. Poe was elected to serve as Chairman of the Board for the ensuing year.

W. T. Spanton, Chief of the Agricultural Education Service, in an opening statement presented the situation that is being considered by persons concerned with the satisfactory training and placement of those who desire to engage in farming activities. Dr. Spanton's statement in part follows:

"The 'Training of Returning Veterans and War Workers Who Desire to Establish Themselves as Farmers or Part-Time Farmers' presents to leaders in agricultural education throughout the United States an unparalleled opportunity to render a much needed and patriotic service. Such a program also brings with it many new, challenging, and perplexing problems.

Groups To Be Reached and Their Characteristics

"According to surveys and reports from the best sources of information available, it is estimated that there will be in round numbers approximately one million veterans who plan to farm when they are discharged from the armed services. An additional half million individuals left farms to engage in war industries, a large proportion of whom may be expected eventually to return to the farm.

"Fortunately or unfortunately, so far as the setting up of a desirable training program is concerned, this large group of a million and a half veterans and returning war workers will have many and varied characteristics, desires, and ambitions. Many have had previous farming experience; some have had none. A few have had college education; some are high-school graduates; while great masses, particularly in some sections of the country, have had considerably less than an eighth-grade education.

"Some already own farms; some will return as renters or sharecroppers; some have saved their money during the war years; others will be practically penniless. Some will be married men with families; others will be single. Some will have well-thought-out plans for the future; many will have none.

"The relatively small number who have finished high school, or high school and 1 or 2 years of college, and who wish to secure a 4-year college course in agriculture should be able to do so with little or no difficulty, and will not be "problem cases" at least for the next few years.

"It is the much larger group, whose elementary or high-school training has been interrupted or never completed, and who wish to secure vocational training in agriculture, to whom State and local leaders in vocational agriculture need to give major consideration.

Training Facilities

"Over 9,000 rural high schools, scattered widely throughout the Nation, offered systematic instruction in vocational agriculture and farm mechanics of less than college grade just prior to World War II. Approximately 2,000 of these schools found it necessary to drop their departments during the war because of a lack of qualified teachers. Nevertheless the classroom, laboratory, and farm-shop facilities of these 2,000 schools are presumably still intact, and they, together with the 7,000 active departments, are in a very strategic position to provide practical training programs to veterans and returning war workers in their local communities.

"Because of their maturity, it is not expected that veterans and returning war workers will find it convenient or desirable to enroll in 'all-day classes' in vocational agriculture along with regularly enrolled high-school students. For that reason, it is contemplated that most of the agricultural instruction for this particular group will be provided through intensive part-time or evening classes. Such classes may be organized under the provisions of cooperative agreements between the U. S. Veterans Administration and State boards for vocational education and designed especially to meet the needs of these particular groups. In some cases veterans and returning war workers may enroll in classes that have been previously organized to meet the needs of other adult farmer groups in the local community.

Types of Training That Can Be Provided

"Local departments of vocational agriculture can provide veterans and returning war workers who desire to become farmers with training programs sufficiently flexible to meet their individual needs. Intensive courses based on farm and home plans of individual veterans will be provided which include instruction in such subjects as agricultural financing, dairying, poultry raising, swine production, soil and water conservation and use, etc. Such instruction can be conducted at the school or local training center, and supplemented by 'on-the-job training' under the supervi-

sion of the teacher on a local farm. In addition, well equipped farm shops in departments of vocational agriculture are available for teaching courses in various phases of farm mechanics, and in repair, operation and adjustment of farm machinery. Classes may be taught by the regularly employed, fully qualified teacher of vocational agriculture or by a special teacher under the general supervision of the regular teacher.

"Furthermore, these shops could also be made available for the teaching of elementary shop courses to those veterans who do not plan to become skilled mechanics or tradesmen, but who do desire to receive sufficient training to enable them to secure employment in their local community in some rural service type of occupation; such as, farm carpentry, helper in a rural garage, etc.

"Such types of training programs designed to make returning veterans more employable could be patterned closely after the training programs established prior to and during the war and designed to meet the needs of 'Out-of-School Rural Youth.'"

Some Specific Problems

Dr. Spanton pointed out a number of specific problems, encountered in this work, to which special attention was being directed. These related to the need for clearer understandings and closer relationship with the Veterans Administration; sound programs of advisement and guidance; means of securing practical experience in farm work; needs of special groups; safeguarding the interests of persons being trained; and cooperation with all agricultural organizations and groups. These problems served as the basis for discussion.

Special Problems

In setting up, organizing, and maintaining a practical program of systematic instruction in vocational agriculture for the training of veterans and returning war workers, it was indicated that the following problems have been encountered, and that advice or suggestions for their solution is being sought.

1. There seems to be great need for the release of an administrative directive to be issued by the U. S. Veterans Administration, outlining clearly and concisely certain administrative decisions concerning the training program in agriculture for veterans. This directive should be made available to regional offices and fieldmen of the Veterans Administration, as well as to State and local leaders in vocational agriculture.

2. There will be need for frequent conferences between representatives of the Veterans Administration and various cooperating agencies in the several States and different sections of the country for the purpose of explaining, promoting and developing a training program best suited to the needs of veterans.

3. Sound guidance programs should be provided. Some veterans should, no doubt, be definitely discouraged from wanting to become a farmer. Perhaps others should be encouraged to farm. All will need advice, encouragement, and guidance throughout their training program.

4. Since veterans and returning war workers are likely to be scattered widely throughout the country, there may be difficulty in certain areas and local communities in getting together a sufficiently large group of individuals with similar interests to justify the establishment of a training program.

5. In view of the prewar surplus of farm youth, recent increased mechanization of agriculture, and anticipated decrease in domestic demand for farm commodities in the postwar era, the question logically arises as to whether training efforts for a large number of veterans and returning war workers should not most logically be directed toward training programs in agriculture for part-time or subsistence farmers rather than for commercial or semi-commercial types of farming.

6. Because of present inflated land values, the question is frequently raised whether veterans and returning war workers should be advised to purchase a farm unless their background of training and experience and their assets are sufficiently above average to insure a better than average degree of success. At any rate they will need expert guidance to prevent their being exploited.

7. For the person lacking in farm experience, a real problem is presented in providing ways and means of preventing exploitation for the sake of securing cheap or practically free farm labor under the guise of training.

8. The training agencies in turn will need to exercise diligence in preventing any G. I.s from enrolling for training programs primarily for the sake of securing subsistence payments from the Veterans Administration.

Series of Training Films on Plastics

A series of training films on plastics was released recently by the U. S. Office of Education.

The new films, 10 in number, are 16-mm. sound and are accompanied by 35-mm. silent filmstrips and teacher's manuals. Filmstrips are obtainable for $1 each; the manuals are furnished without charge.

Numbers, titles, running time, and prices of the new films are as follows:

OE 466.	Origin and Synthesis of Plastics Materials	16 min.	$23.35
OE 467.	Methods of Processing Plastics Materials	21 min.	27.71
OE 468.	Preparing the Charge and Loading the Mold	11 min.	17.35
OE 469.	Molding a Simple Part	10 min.	16.73
OE 470.	Molding a Part With Inserts	10 min.	16.73
OE 471.	Semiautomatic and Hand Molding of Intricate Parts	16 min.	23.35
OE 472.	Setting up the Press and Molding a Part	16 min.	23.35
OE 473.	Cleaning and Servicing the Press	12 min.	17.97
OE 474.	Finishing Molded Parts	14 min.	21.49
OE 475.	Machining Laminated Plastics	10 min.	26.47

The films may be purchased from visual education dealers or direct from Castle Films Inc., 30 Rockefeller Plaza, New York 20, N. Y. Schools will receive a 10 percent discount.

When Future Farmers Came to Washington

by A. W. Tenney, F. F A. Executive Secretary

A CONFERENCE with President Truman in his offices at the White House was the high light of the week which the national officers of Future Farmers of America recently spent in Washington, D. C.

During the conference the national F. F. A. president, J. Glyndon Stuff, invited President Truman to attend the Victory Convention to be held at Kansas City, Mo., October 21–24, 1946, as honor guest of the Future Farmers. The President stated that he hoped he would have the privilege of accepting this invitation but because of national problems confronting us he could not give a definite answer at this time. He appeared much interested in the activities of the F. F. A. and extended a word of encouragement and greeting to all members. He reminded the national officers that he had farmed in Missouri for 16 years before going into business.

The purpose of the visit of the F. F. A. national officers to Washington was to attend the spring meeting of the National Board of Trustees and the Leadership Training Conference. The group included: President Stuff of Dixon, Ill.; Second Vice President Eugene E. Starkey of Orland, Calif.; Third Vice President Marion F. Baumgardner of Wellington, Tex.; Fourth Vice President Joseph E. Espey of Maryville, Mo.; and, Student Secretary Virgil Getto of Fallon, Nev. First Vice President Sherman C. Beard, Jr., of Gerrardstown, W. Va. was unable to attend. The officers made plans for the coming Victory Convention and also for the attendance of a national officer at many of the State F. F. A. conventions which will be held during the year.

It was decided that the National F. F. A. Camp, which is located in the Washington area, will be opened June 1 and will close September 10. The Board recommended a charge of 50 cents per night for F. F. A. members who stay at the camp. George Washington's Old Grist Mill, which is leased by the F. F. A. from the Virginia Conservation Commission, will be opened to the public during the month of April and will be kept open as long as demand justifies keeping a guide on duty. A small admission fee will be charged visitors who go through the mill.

In addition to regular business, the national officers devoted much time to certain phases of leadership training. The purpose of this training was to further develop and prepare them for their participation at State conventions and other activities that they will attend as national officers.

Rural and Agricultural Problems

Wheeler McMillen, editor-in-chief of the *Farm Journal*, and John Rohlf, associate editor, gave a dinner for the officers. Following the dinner a round-table discussion was held concerning rural problems.

The American Institute of Cooperation also gave a dinner for the boys. Emphasis here was placed on the relationship between the F. F. A. and farm cooperatives. The cooperatives were represented by D. L. MacDonald, director of vocational education, American Institute of Cooperation; John H. Davis, executive secretary of the National Council of Farmer Cooperatives; and Earl Benjamin, executive representative of the Washington Cooperative Farmers Association.

The F. F. A. officers were invited to the headquarters of the National Grange for a conference. The discussion period was spent on current agricultural problems. Emphasis was given to ways in which the National Grange and Future Farmers of America might work together in improving rural living. Following the discussion the officers attended a dinner given at the Brookings Institute by Albert S. Goss, master of the National Grange, and other Grange leaders.

During the week conferences were held with John W. Studebaker, U. S. Commissioner of Education, and Watson Miller, Administrator of the Federal Security Agency, both of whom showed interest in the report given by the F. F. A. officers.

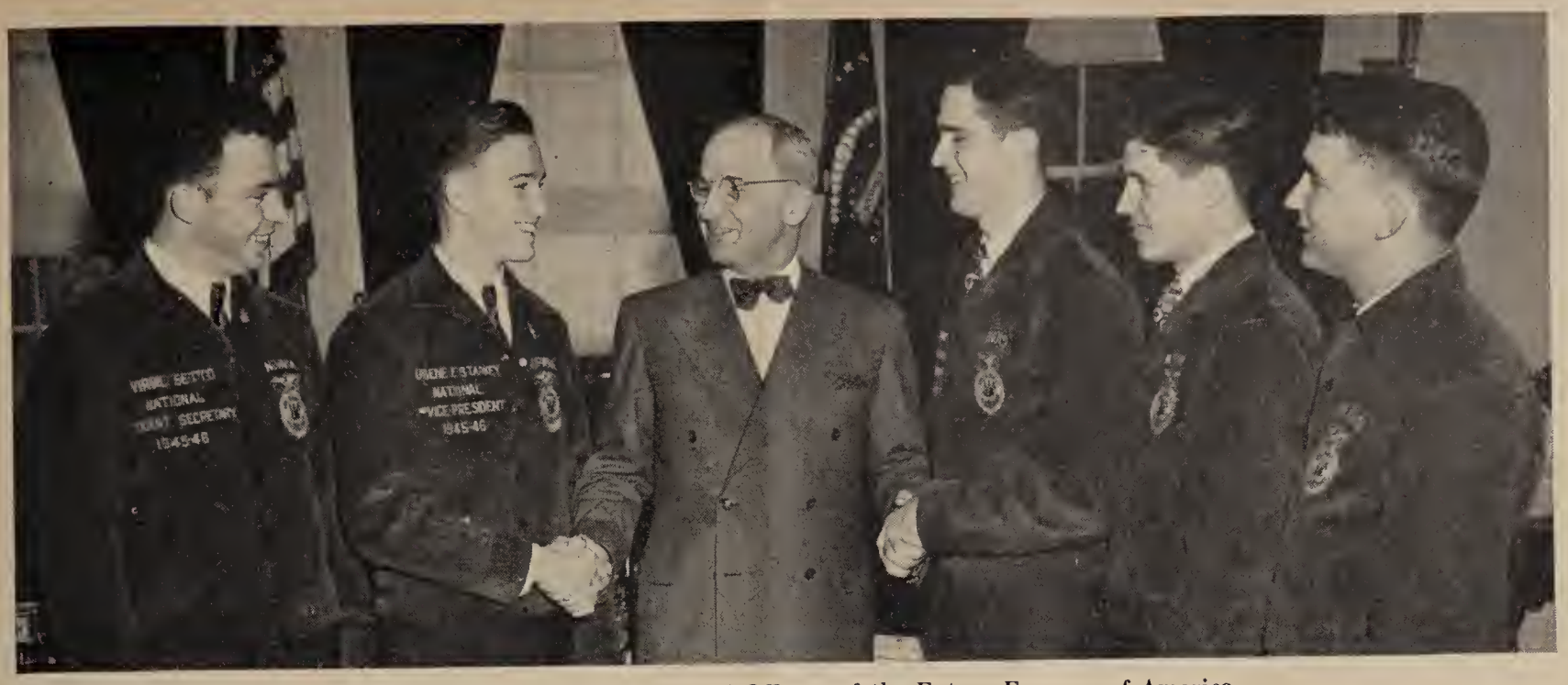
Due to the many activities scheduled for the national officers little time was left for sightseeing; however, they visited the Nation's Capitol, Smithsonian Institution, Washington Monument, Lincoln Memorial, and Mount Vernon. They were especially interested in Mount Vernon because of the fact that George Washington is recognized in the ritnals of the F. F. A.

The officers appeared before the Federal Board for Vocational Education which met in Washington on January 21 and gave an interesting presentation of activities of the F. F. A.

Boy Scouts and Future Farmers Work Together

The Boy Scouts of America invited the F. F. A. officers to New York for a get-together with the national officials of the Scouts. The Future Farmers were met at the train by five Boy Scouts of New York City, taken on a tour through Radio City, to dinner at the Commodore Hotel with the Scouts of the Greater New York Council, and then to a show at the Radio City Music Hall. The following day they enjoyed breakfast with the Scouts at an automat. After the breakfast, a conference was held with the National Scout officials at the Scout headquarters. The boys reported on activities of individual F. F. A. members and of local chapters, and the Scout officials asked questions concerning practices followed in conducting F. F. A. chapters. It was agreed that there are many ways in which Boy Scouts and Future Farmers can work together in rural America. It was also agreed that older F. F. A. members and former members have an excellent opportunity to serve farm youth by organizing rural Scout troops.

A conference was arranged with Vincent R. Impelletteri, president of the City Council of New York. Mr. Impelletteri extended a warm welcome to the Future Farmers and showed them through the City Hall and downtown Manhattan. The F. F. A. officers attended a dinner at the Biltmore Hotel which was given in honor of youth or-



President Truman Greets National Officers of the Future Farmers of America.

ganizations active in the production of Victory Gardens. The address of Wheeler McMillen, keynote speaker of the occasion, was broadcast over the Mutual Network. Mr. McMillen read the following greeting from General Douglas MacArthur:

"Please convey to the youth of America represented in the meeting of January 22, my admiration for the magnificent spirit and tireless energy which characterized their efforts to increase our agricultural production to meet the pressing demands of war. Tell them that they have met a challenge to patriotism in the tradition that has carried our country forward in the world to its present exalted position. I am fully confident that as with the passing years the mantle of responsibility for guiding its future destiny falls upon their capable shoulders, they will meet such test with all determination and vigor."

A medal was presented to Eugene Starkey, representing the Future Farmers of America, in honor of the thousands of Victory Gardens grown by members of the organization. National President J. Glyndon Stuff delivered an informative and interesting address on behalf of the Future Farmers, and the meeting closed with a ceremony presented by the Future Farmers of America and the Boy Scouts of America.

Following the luncheon the F. F. A. boys were taken by their Scout hosts to the Empire State Building where they went to the top of the highest building in the world for a view of the New York area.

The many courtesies extended to the national officers of the Future Farmers of America by the friends of the organization during this interesting and inspiring week are appreciated by Future Farmers everywhere.

Home Economics Education in Colombia

by Marie White, Agent Southern Region, Home Economics Education

SOME TIME ago consultant services in home economics from the U. S. Office of Education was requested by the Director of Feminine Education of the Colombia Ministry of Education in South America.[1] *As a result of this request, which was made through the Office of Inter-American Affairs, the agent in home economics education for the southern region and the home economics teacher trainer from the University of Puerto Rico spent 3 months in Colombia visiting schools and working with the Director of Feminine Education and other school people. Their work was mainly in connection with the development of plans for a program in home living and homemaking education for the primary, secondary, and vocational schools.*

The consultants visited schools in 9 of the 14 States (Departments) of the Republic, homes of various types, markets, shops, stores, and churches.

[1] The request was an outgrowth of the Director's visit to the United States in 1944 to observe work in the field of home economics education.

The public schools of Colombia at present are primarily for "the people." Children from families that have any means are sent to private schools, nearly all of which are financed and administered by the Catholic Church or Catholic Orders. Separate schools for boys and for girls are the rule.

The language spoken is Spanish; but many of the educated people speak English and French—the latter fluently. For the past few years English has been a required subject in the secondary schools of the country.

Study Guides

The educational program is centralized. Study guides or syllabi are prepared and distributed by the National Ministry of Education. Private as well as public schools use these syllabi.

This past year the syllabus for the primary schools has been revised by a committee made up of teachers, school administrators. and supervisory representatives of the Ministry of Education. A comparable committee has been appointed to revise the syllabus for secondary schools during 1946. The school year begins around the middle of February and closes in mid-November.

The *primary* school program is 4 to 5 years in length. It is anticipated that the program will be 5 years for all schools in the immediate future. The *secondary* school program is 6 years in length, though pupils may receive a diploma (Bachillerato Elemental) at the completion of the fourth year which makes them eligible to enter the School for Social Work or the School for Nursing or the Commercial School. Pupils completing the sixth year receive a diploma (Bachillerato Universitario) which makes them eligible to enter the Superior Normal and the University. The *complementary* school, which in reality is vocational, is 2, 3, or 4 years in length. This type of school was organized a few years ago as a definite effort to make a practical educational program available to "the people."

The complementary or vocational school began with a 2-year program but at any time there is a need established it may be extended to a 3- or 4-year program. One-half of the day is devoted to intellectual (academic) subjects and one-half to some type of industrial work or occupations which can be carried on in the home or in small shops. It is planned that each girl who attends a vocational school will take the homemaking course as well as the occupational course. The majority of the girls upon completion of the course marry and therefore carry the dual responsibility of homemaking and wage earning.

In many of the complementary schools visited, the standards and quality of work and the work habits being developed are good. In some there is need for decided improvement. Some of the schools have made provision for a small shop in the school or in a location near the school where articles made by the pupils can be sold. As yet little has been done in the way of follow-up of the graduates to see how effective the training has been.

In one of the new national schools—which is serving as a demonstration of what a good complementary or vocational school can be—a trained social worker is employed as a member of the faculty. She gives full time to visiting the homes of the pupils, to working with the families and the girls on problems which affect their work in school, and to follow-up of some of the girls as they graduate from this school.

There is a Division of Vocational Education in the Ministry of Education with funds provided for the development of programs in the various fields of vocational education. A normal school for preparing teachers of vocational agriculture was established 3 years ago.

There are three types of normals: those preparing teachers for the rural primary schools, those preparing teachers for the urban primary schools, and those preparing teachers for the secondary schools.

The teachers for rural schools get considerable work in agriculture and rural sociology. To enter the normal for primary teachers, girls must have completed the primary school and be 16 years of age. At present the course in the rural normal for primary teachers is 3 years in length; the urban, 5 years. The entrance requirement for the Superior Normal is completion of the 6 years of the secondary school. The Superior Normal program is 4 years in length.

The recent Legislature provided for the establishment of a College for Women. The college will open in June or July of this year, and one of the curricula will prepare teachers of homemaking education for the normals and for the secondary and vocational schools.

At the present time the Director of Feminine Education has developed plans for the educational program for girls of Colombia as follows:

1. Home living education each year as a part of the primary program.
2. Homemaking education each year as a part of the secondary program.
3. Homemaking education each year as a part of the complementary or vocational program.
4. Teacher-training program in social economics (home economics) in the normal schools.
5. Teacher-training program in wage-earning occupations for girls.

The consultants assisted with the preparation of materials which indicated possible scope; suggested distribution of time for the various phases or areas and a series of questions which implied content and methods of instruction for the programs in home living and homemaking education in the primary, secondary, and vocational schools; suggested curricula for the teacher-training program in social economics in the normals and in the new College for Women.

The major problem in getting the different programs under way is an adequate supply of well-prepared teachers. There is definite need for a teacher-training program that makes provision for giving: (1) primary teachers the necessary preparation for teaching home living; (2) secondary teachers the necessary preparation for teaching homemaking; (3) complementary teachers the necessary preparation for teaching homemaking and the wage-earning occupations for women, and (4) normal teachers the necessary preparation for teaching the prospective primary and secondary teachers.

Interest in the development of home living and homemaking education programs was evidenced by both school administrators and teachers, and there is every reason to believe that definite plans for developing such programs soon will get under way.

To Study in Puerto Rico and the United States

Tentative plans have been made for a few outstanding normal school teachers who understand and speak English to come to the United States to get some intensive work in home economics, each to concentrate in only one or two areas; and for a few of the strongest teachers in the complementary schools to attend the University of Puerto Rico to get intensive work in home economics for one or two semesters, to be followed later with study in the United States. These teachers will serve as instructors in the institutes for teachers in service during the vacation session.

Without doubt there will be opportunities for home economics teachers in the United States to go to Colombia to teach provided they understand and speak Spanish.

Study of a State School for the Deaf

THROUGH its Education Panel, the Agricultural and Industrial Development Board of the State of Georgia has undertaken to make comprehensive studies of all phases of public education in the State. One of the programs studied during the past year was that of the Georgia School for the Deaf, at Cave Spring. The U. S. Office of Education, invited to cooperate with the Education Panel in this particular project, took part in making the study and preparing the report, which has been submitted to the State Board of Education. This is the first study of a school for the deaf that has been made through the collaboration of an official State agency and the Office of Education. Several members of the Office staff participated, together with special consultants invited to assist. The latter included Irving S. Fusfeld of Gallaudet College, Pauline Camp of Cave Spring, and selected personnel from the State and local school systems of Georgia. Because the findings and recommendations have general significance for the education of the deaf in all State schools, some of the major items are summarized in the following article by Elise H. Martens, Senior Specialist in the Education of Exceptional Children, U. S. Office of Education. ☆

Progress Over a Century

The education of the deaf in Georgia dates back to 1834, when a small State appropriation was made for educating deaf children in an out-of-State institution. Local programs began in 1843, and developments over the century have been gratifying. An original enrollment of 4 pupils has grown to one of more than 250, of whom about 200 are in the school for white children and 50 are in the department for Negro children.

The present Georgia School for the Deaf is recognized as one of the educational institutions of the State, and its control is therefore vested in the State Board of Education. This policy is in keeping with modern practice over the country—an ever increasing number of State schools for the deaf, as well as those for the blind, being an integral part of the State's educational system.

In spite of growth that has taken place, the survey staff found that all estimates of the number of deaf children in Georgia indicate the facilities now available at the Georgia School for the Deaf are far from adequate. Large sections of the State appear to be unrepresented at the State school. It was urged that every effort be made to locate in all areas of the State white and Negro children who are deaf or hard of hearing and to give them opportunity of an education suited to their needs. In order to do this, the State would need to expand its facilities for education at a residential school and at the same time provide for the establishment of local day school classes in urban school districts.

Instructional Organization

The general organization for instructional purposes of the Georgia School is in keeping with present procedure among most American schools for the deaf. A primary department for white children has its own housing and school facilities in a separate building away from the rest of the school. Here the children spend 3 years in preparatory work in speech and language, and then pass on into the first and second grades. After completion of the second-grade work, they go to the main school building, where intermediate and advanced departments are conducted. A vocational department offers occupational preparation to pupils of intermediate and advanced grade. The department for Negro children has its own home and school facilities, children of all ages living and learning together.

The 3-year preparatory period for primary children is necessary because deaf children have no opportunity to learn speech and language through the normal channel of imitation. The result is a retardation in school progress that seems inevitable unless a child is unusually apt or unless he enters school at a very early age. This latter practice is gaining favor throughout the country. It was proposed by the study group that deaf children in Georgia be permitted by State law to enter school at the age of 3 years, in order to make it possible for them to get an early start in socializing and other learning experiences.

The Georgia School offers instruction through the tenth grade, with an occasional pupil being helped, on an individual basis, to complete some or all of the eleventh-grade academic work. The requirements for graduation with a regular diploma include either satisfactory completion of tenth-grade work or the satisfactory completion of a vocational major with academic achievement equivalent to the completion of at least sixth-grade work.

Despite the lack of a full academic program (which in Georgia would involve 11 grades), the Georgia School for the Deaf has recently acquired accredited status within the State of Georgia, the more intensive program of vocational work being accepted in lieu of the advanced academic work required in schools for the hearing. The survey recommended, however, that the instructional organization of the School for the Deaf be reexamined with a view to extending the academic program to include a full high-school course for all students whose academic ability was assured. It also recommended the possibility of year-round use of the school plant, with the inauguration of summer-school courses for those who wished to attend. Regular summer attendance would materially reduce the retardation now found so generally among deaf children.

Curriculum and Teaching Procedures

On the whole, it was found that the curriculum and teaching procedures at the Georgia School are similar to those found in many other schools of the same type. The major emphasis is upon the acquisition of language, and, in the primary grades, of speech; factual knowledge; and some form of occupational skill. All of these are important in the education of deaf children; but the emphasis upon them should not be at the sacrifice of socialization and enrichment of the curriculum through meaningful and dynamic

experiences in living. Some schools for the deaf have succeeded in adopting and adapting for their own purposes the more modern concepts and practices of education as they have been developed for *all* children. The survey staff recommended that the Georgia School study the possibilities of doing likewise; and it made specific suggestions for curriculum modifications and instructional procedures to this end.

The excellent *esprit de corps* existing at the School among administrative staff, teachers, and students is one of the strong features making for a successful school program. With friendly cooperation on the part of all and capable leadership on the part of administrators and supervisors, there is no doubt that constructive changes in curriculum and teaching procedures can be made with a minimum of difficulty. In order to put such changes into effect, many teaching aids should be added to those now available. Books and other library materials for the children, instructional films, and professional literature for the teachers were found to be meager. Classroom activities could be enriched through greater emphasis upon rhythm and music, art, arts and crafts, and activities providing contacts with the great world of nature and science all about the School. A reexamination of the vocational fields taught would, it was thought, reveal the wisdom of making substitutions and additions there.

Specific fields in which the study recommended expansion of the program of the School are (1) the use of scientific instruments for testing the hearing of all pupils; (2) acoustic training and other measures to conserve residual hearing; (3) speech and lipreading in the intermediate and advanced departments; (4) additional vocational offerings, selected on the basis of employment opportunities in the State; (5) education for homemaking; (6) health and physical education; (7) educational and vocational guidance, including the development of a well-rounded program of evaluating pupil abilities and interests through the use of standardized tests. The instructional program in the department for Negro children, it was pointed out, needs radical reorganization and expansion.

The Staff

Some members of the teaching staff have had excellent training and experience. Others are not so well prepared. The School has suffered, as many schools have, from the effect of wartime conditions upon the availability of qualified personnel. It is fortunate, however, in having facilities for in-service training in certain areas through well-trained supervisors. In emergency periods this means of securing better qualified teachers is quite legitimate. It seems inadvisable, however, to depend indefinitely upon such in-service training as a substitute for pre-service preparation in teaching the deaf. As vacancies in the School staff occur, it was urged that teachers be sought who have had previous preparation for teaching the deaf, who have had more than 2 years of college work, and at least some who have had experience in teaching hearing children. In order to secure such teachers, salaries above those now paid would need to be offered.

Certain additional staff members, in the judgment of the survey staff, are needed to make the program of the School function comprehensively and effectively. These include: (1) enough classroom teachers to reduce the average number of pupils per teacher to a maximum of nine; (2) a speech and lipreading teacher for intermediate and advanced grades who is also qualified in acoustic training; (3) qualified vocational teachers, as the vocational offerings are expanded; (4) a director of home and school life and of homemaking education; (5) a director of health and physical education; and (6) a director of educational and vocational guidance.

It was urged that all members of the School staff ally themselves more closely with the educational profession of which they are a part. Membership in the State teachers' association, periodic attendance at summer-school workshops and conferences, participation in curriculum and other studies carried on in the interest of better teaching are all conducive to professional growth. An acquaintance with good practice in schools for the hearing helps to suggest ways in which practice in schools for the handicapped may be improved. The converse is likewise true. Teachers of the deaf are not an isolated segment of the teaching profession; they have much to give as well as much to receive from other teachers of the State.

Administrative Organization

Since the School is a unit in the State school system, it should have a close relationship to other divisions of the State Department of Education. It is entitled to share in all the services available from the State Department of Education to all the schools of the State. It should, in turn, also participate in discharging all the responsibilities of an educational staff that belong to a State school system. The superintendent of the School for the Deaf is responsible, through the State school superintendent, to the State Board of Education. He is appropriately in charge of the entire operation of the institution.

The survey staff recommended the organization of a superintendent's cabinet, composed of the heads of major departments, together with one teacher representative from each department having a teaching staff. This cabinet should be advisory to the superintendent and should be instrumental in bringing abont maximum coordination among the activities and objectives of the several departments.

The most important function of the superintendent is to guide the educational program of his school. He should be, as the superintendent in Georgia is, a person of broad educational experience and ability, with an understanding of the adjustments needed in planning a program for deaf children. It should be possible for him to delegate to responsible persons many details of the program and retain for himself the broad functions of policy-making and guidance for the development of the entire school. In order to discharge these educational functions effectively, he must have adequate assistance in carrying out the adopted policies. Such assistance, the survey staff recommended, should be increased in the Georgia School.

The Physical Plant

Extensive recommendations were made in the report for the improvement and expansion of the physical plant, which at the present time is quite inadequate to meet the needs if all the deaf children of the State are to be served.

A building program requiring an outlay of three-quarters of a million dollars was proposed.

At the same time it was suggested that consideration be given to an alternate proposal for the removal of the School to another site more centrally located. The present institution is in a rural community in the northwestern corner of the State, far away from many of the sections in which the pupils live. The difficulties of transportation and of maintaining home-school contacts are thus exaggerated. Moreover, life in a rural community is not conducive to social and occupational adjustment on the part of deaf girls and boys. The consideration of a new site, therefore, is a matter of real importance.

Objectives for the Education of the Deaf

Throughout the study, it was emphasized that deaf children fundamentally are *children* and on that account should have open to them the opportunities which society makes available for all of its children. One of these opportunities is that of education, and, under the American principle, education that is free, universal, and compulsory. The mere fact that a child has suffered auditory impairment should be no reason why he should not as a child enjoy the same benefits of education society provides for all its children. It is not a question of restoring him to society, since from the start he has always been a part of society.

Basically, then, the education of deaf children should include those experiences that will enable them to become contributing and participating members of society. This does not mean simply *preparing* them to become socialized beings. The school experience itself should be a socialized living experience for deaf children.

The special physical condition of inability to hear—either present at birth or established by adventitious causes—makes it necessary for the community or the State to provide special school facilities. Such facilities should make possible: Care and instruction in health and proper physical living; reasonable mastery of the English language; as nearly normal skill in the use of speech as each child's capacity warrants; conservation and utilization of whatever is left of the impaired sensory condition; full development of wholesome personality; responsiveness to the social experiences of both home and community; possession of the skills that will promote those social experiences; sensitivity to what is going on in the larger world beyond the immediate community; and, finally, vocational growth that will encourage the individual to become a self-supporting, self-respecting, and respected citizen.

The Georgia School for the Deaf has made substantial progress toward achieving these objectives. The findings and recommendations of the study recently completed will, it is hoped, point the way to further progress.

State Aid for School Plant Construction

by Ray L. Hamon, Chief, School Housing Section, Division of School Administration

State departments of education reported to the U. S. Office of Education that the following State funds were available for capital outlay for public elementary and secondary schools as of December 1, 1945.

Thirty-two States reported that no State funds were available for school plant construction. Several States, however, will consider school plant aid in their next legislative sessions.

Alabama

The 1945 legislature appropriated $10,560,000, out of State surplus funds, to county and city boards of education for capital outlay and debt service for the school year 1945–46. This sum will be apportioned on a teacher unit basis with no local matching required. Although local boards are given the option of using their allotments for debt service, practically all boards have elected to use the funds for capital outlay. In addition to the surplus apportionment, the State regularly appropriates $1,395,299 annually for capital outlay to boards of education on an equalization basis as a part of the regular Minimum Program Fund. Funds from either source are available only for survey-approved centers.

Connecticut

Two million dollars has been appropriated to the public-school building commission for grants to towns desiring to build, remodel, or enlarge any public-school building. The commission may grant to any town, for any project for which plans have been approved by the commission, an amount not exceeding one-third of the total cost or a maximum of $150 per pupil attending the school to be built, remodeled, or enlarged. No such grant shall exceed $50,000 and only one grant will be allowed any town within a 2-year period. (An additional appropriation will be necessary in 1947.)

Delaware

There has been appropriated approximately one million dollars to the State Board of Education for use and aid in a school building program, from January 1941 to January 1951, according to specific allotment tables and ratios included in the act.

Georgia

The 1945 session of the General Assembly enacted legislation providing for the distribution of State aid for school buildings, but no appropriation was made. It is anticipated that this act will be implemented by a million-dollar appropriation in 1946.

Minnesota

No State fund specifically for school construction, but money may be borrowed from the State School Fund for this purpose at 2 percent interest.

Missouri

State grants are available amounting to 25 percent of the cost of a high-school building for which plans have been approved, with a limit of $2,000 per district. Consolidated districts receive $1,000 for each rural schoolhouse abandoned as a result of the erection of a new approved elementary school building.

New York

The State provides building aid only to central school districts, and accord-

ing to the following formula: State aid = (enrollment × $450 × current building cost index) − 6 percent of full valuation of taxable property. If the building costs less than the "calculated cost" (enrollment times $450 times current building cost index) the State grant is reduced. If the building exceeds the "calculated cost," the district pays all of the excess. After a district has received its full State building quota, it is not again eligible until enrollment and valuation figures change.

North Carolina

No State fund specifically for school construction, but money may be borrowed at 4 percent from the State Literary Fund for this purpose. The cash on hand in this fund amounts to approximately $1,200,000.

Ohio

Two million dollars has been appropriated for the 1945–46 biennium as State aid for the repairing, improving, remodeling or construction of school plants in local units having a tax valuation of less than $6,000 per pupil, and an operating school levy of 6 or more mills, or a total levy of 8½ mills for all school purposes. The State allotment shall not exceed the difference between the cost and the amount the district is able to pay, as determined by the State superintendent of public instruction.

Oklahoma

No State fund available for this purpose, but during each session of the legislature a district may be included in an appropriation bill as follows: $1,250 for a union-graded district, or $2,500 for a consolidated district. This grant is available only once to any district.

Rhode Island

No State fund available for this specific purpose, but the $15,000 annual income from the permanent school fund may be apportioned by the chief State school officer for the promotion and support of public education including aiding and assisting towns in constructing public schoolhouses.

South Dakota

No specific State aid for construction, but a district may use regular State aid funds for construction if the district has sufficient funds above current operating expenses. Districts may also borrow up to 5 present of their assessed valuation from the permanent State school fund for construction purposes on 3 percent 20-year bonds.

Utah

No State funds specifically earmarked for school plant construction, but regular State school funds may be used for buildings if districts so desire.

Vermont

State provides, with certain limitations, 50 percent of the total building or remodeling cost of one- or two-teacher rural schoolhouses.

Virginia

The State Literary Fund is available for 2 percent interest loans to local units up to 85 percent of the cost of building and site. This 12-million-dollar fund has been limited by the constitution to 10 million; 7 million of which is now in county bonds, leaving 3 million available. The Retirement Fund has also been made available for building loans through the Literary Fund. The 6-million-dollar Retirement Fund is increasing at the rate of 3 million a year. Another fund of 2 million dollars is available for vocational buildings and equipment.

Washington

State proposes to provide funds averaging about 40 percent of building cost. Districts have already authorized $30,000,000, which would require $20,000,000 in State funds. The State appropriation, however, is only $1,500,000; more is expected in next legislature.

School Bus Standards

In order to bring up to date and add to standards adopted in 1939, a second national conference was sponsored by the National Council of Chief State School Officers and called by the National Commission on Safety Education of the National Education Association. This conference, at Jackson's Mill, W. Va., was attended by representatives of 43 State departments of education and approximately 50 representatives of manufacturers of school bus chassis, school bus bodies, and school bus equipment. A member of the staff of the National Bureau of Standards acted as consulting engineer for the conference and several other Federal agencies and national organizations were invited to send representatives.

Representatives of the 48 State departments of education, of school bus chassis, body, and equipment manufacturers, and of interested national organizations and agencies attended the 1939 conference which met at Columbia University for the purpose of agreeing on minimum standards for school bus construction which could be adopted in all States. At that time many States had not adopted such standards and as a result large numbers of unsafe busses were in use. There were many conflicts in those State standards which had been adopted and this resulted in a higher cost for school busses. National agreement was necessary to promote both safety and economy in pupil transportation. The standards recommended by the 1939 conference were adopted either wholly or in part by more than three-fourths of the States.

Many of the school bus standards recommended in 1939 were retained in their original form by the 1945 conference and many others were changed only for purposes of clarification or to bring them into accord with new techniques of construction or manufacture. School bus chrome was retained as the recommended school bus color, but some changes were made in the identification marks to be painted on school busses. One major change was concerned with body sizes. The 1939 conference recommended busses of 24, 30, 36, 42, 48, and 54 capacity, while the 1945 conference recommended busses of 30, 36, 42, 48, 54, 60, and 66 capacity.

Small School Busses

One of the major achievements of the Jackson's Mill conference was the development of a set of standards for small school busses. Many States use a large number of busses for 10 to 18 passengers and often these small busses are obtained by converting vehicles designed for other purposes. The conference developed a set of standards for converting these smaller vehicles into school busses.

The conference also went on record as favoring the adoption by all of the States of a law which would require all traffic to stop when pupils must cross the highway either directly before entering or immediately after leaving a school bus and to remain stopped until the driver of the school bus gives the signal to proceed.

Teaching Aids for Teachers

by Mary Dabney Davis and Grace Stark

EXPERIENCES of present-day living emphasize the importance of teaching aids in the schools. Innovations in methods of transport and communications are bridging distances, altering concepts of time and stressing wider responsibilities in social and economic living. These, and comparable experiences, are resulting in a maturity of mind among children and youth that teachers need to recognize and encourage. During the past few years new devices and new uses of teaching aids have been developed. Many of these—the animated cartoons and news maps, pictographs and progress charts, terrain models and photographic recordings—suggest extensions in types of available school materials and in the purposes which they may serve.

To help teachers obtain instructional aids available from authentic noncommercial, professional, and Government sources, a fifth revision has been made of the Office directory of agencies from which materials can be secured at little or no cost. Specifically this directory is designed for the following purposes: (1) to increase the teacher's understanding of areas of experience important to her group of pupils; (2) to direct her toward sources of materials through which she may stimulate interest; (3) to help boys and girls contribute to the solution of group problems; and (4) to provide the means for cooperative or independent study.

The list is not exhaustive. Additional materials are available from most local and State museums of arts and sciences, many of which issue periodic announcements of special services and additions to their publications and loan exhibits for school use. Such an announcement recently made by the Division of Education of the Boston Museum of Fine Arts gave the topics for *Illustrative Sets* of materials and an *Exhibit of the Week* available for loan at the cost of transportation. Announcements of programs and materials offered by the Brooklyn, N. Y., Children's Museum appear each month in *The Children's Museum News.*

Some county and city school systems administer their own school museums or materials libraries from which classroom teachers are served. In many States there is a central circulating film library. From extension services of State agricultural colleges, teachers may secure various types of materials or services related to an understanding of agriculture and farm-home living.

Other Guides to Sources of Aids

Many of the State education departments, State and local colleges and universities, local school systems, and national as well as State and local professional, civic, and lay organizations offer other sources of reference to inexpensive teaching aids. A surprising number of these excellently organized lists of teaching materials has been issued since 1940, during the war years. Some have resulted from workshops conducted by State education departments and college groups. Others have been compiled in college curriculum laboratories or by students in public-relations and visual-aid classes. In some instances the lists are directly related to one or two school subjects, and in other cases they feature materials guiding teachers' understanding of the conditions under which children best grow and develop. Others follow topical indexes.

Evidence of the values attributed to instructional "aids" is shown by the organization at Ohio State University of a Teaching Aids Laboratory which maintains a consulting service and distribution center for departments of the University on films, recordings, pictures, and other materials. Cooperative efforts with agencies outside the University are planned to further the development of effective teaching materials for adults.

The variety and scope of some of these compilations of teaching aids are well illustrated by reference to the following mimeographed and printed publications which can be secured at prices ranging from 50 cents to a dollar. The Kentucky State Department of Education devoted the July 1942 issue of its periodical *Education Bulletin* to a topical directory of *Free and Inexpensive Teaching Aids*, and the Washington State Department of Public Instruction includes a list of supplementary materials for its *Geography Material Standards.* Georgia's Textbook Division of the State Department of Education distributes records made by a Committee on Sound Recordings for the Georgia Schools. These recordings deal with such subjects as conservation of natural resources, health, vocational guidance, agriculture and industry.

Another such aid designed particularly for small rural schools is described in *Phonograph Records as an Aid to Learning in Rural Elementary Schools*, a 1943 publication of the New York State Education Department. The 38 records now available for loan from the State teachers colleges, Cornell, and Syracuse Universities as well as the State Education Department deal with such topics as "Making a Map of the Trail," "Where are the Beavers?" "We Plan a Forest," and "Tall Tales of New York State." Each is presented to the teachers with possible objectives, curriculum experiences, questions for discussion, and examples of how the record is used.

Using Visual Aids, a report of the science and visual aids group of the 1941 curriculum workshop held at Western Washington College of Education in Bellingham, Wash., includes both sources of materials and discussions of purposes and principles of use for teaching aids. *Materials for the Classroom* issued in 1942 by the Curriculum Laboratory of the College of Education, University of Florida, is organized about services for school pupils such as *Protecting Life and Health*, *Making a Home*, *Conserving and Improving Material Conditions*, *Earning a Living*, *Leisure Time*, *Social and Civic Activities.* The New Jersey State Teachers College of Upper Montclair between the years of 1942 and 1944 has issued topical lists of charts, maps, posters, exhibits, films, slides, games, pictures, and recordings for the following subjects and school services: *Health*, *Exhibits*, *Recreation*, *Science*, and *English Language and Literature.* These are serv-

iceable for all ages of pupils with the exception of the last topic which is for secondary schools.

From the Lockhaven, Pa., State Teachers College a 1941 bulletin, compiled by a staff member and students in visual education with assistance from the library workers, gives an exhaustive topical list of *Sources of Free Teaching Aids*. A somewhat similar title, *Free and Inexpensive Materials*, issued as Field Study No. 9 by George Peabody College for Teachers in 1944, offers an evaluated list of materials grouped for use under 125 study topics. An illustration from a city school curriculum project is the Cincinnati *Aids for Social Studies in Grade 5*, a 1940 publication.

The scope and variety of these publications have obvious values for both the compilers and for those who use the materials. Especially helpful are the suggestions for school procedures both implied by the methods followed in organizing the different lists and provided in introductory statements.

Storage and Circulation of Materials

A practical method of handling materials is mentioned by some of the compilers. It concerns the protection of materials through effective methods of classifying and cataloging them. Consensus of opinion seems to favor a central storage and lending room where pictures, maps, books, posters, objects, slides and films, and other aids may be properly cataloged, filed, and charged to borrowers in the same way as library books are made available to classes. The Florida *Materials for the Classroom* emphasizes the need for a supervising teacher or librarian to organize and conduct the service.

A guide for setting up such a lending center is given in a report of the Parker School District of Greenville, S. C., entitled *The Materials Bureau, An Invaluable Aid to Teachers*. The conduct of the Bureau is under the direction of a curator and an assistant worker. All materials, books, bulletins and pamphlets, mounted pictures, wall posters and charts, stereographs, slides, and photographs are cataloged and filed according to the Dewey decimal system. Films have been eliminated since it has been found more economical to rent them. Exhibits, formerly loaned, are now a part of the school muesum which is available for classroom use.

The materials are filed in well-designed, school-made bins, boxes, drawers, cupboards, and shelving. Convenient and ample space is allowed for assembling materials and packing them for delivery to the classrooms. Routines of administration for the Bureau's service begin with a large blackboard record of the centers of interest current for each class group in the elementary and high schools. Based upon these records, the curators anticipate classroom needs and send out new and appropriate materials. Descriptions of some of the classroom uses for the supplementary materials in study units are included with photographs of the children in action.

Another guide, *The Development of a Materials Bureau*, is included on pages 140 to 148 of *Materials of Instruction*, the Eighth Yearbook of the Department of Supervisors and Directors of Instruction. Detailed accounts are given of the filing system, the classification of materials, and the construction of storage equipment.

Using Materials

The use of materials and the benefits derived from their study will depend upon the teacher's sagacity, sense of appropriateness, and understanding of the needs, interests, and abilities of the boys and girls with whom she shares them. The materials may serve both for the in-service guidance of teachers and for such other groups as students in training, parent study classes, and cooperative school-community projects.

Criteria to help in selecting materials for use in the schoolroom include the following suggestions:

Materials, whether bulletins, periodicals, films, radio productions, or exhibits, should be adapted in content, format, and style to the age and reading level of the group using them.

There should be sufficient variety in type and presentation of materials to meet individual needs.

Content should be of such a nature as to contribute to the development of some area of experience or of some needed skill in which pupils and teacher are interested.

Materials should offer possibilities for extending the interests of boys and girls.

It should be emphasized here that pupils must feel a real need for these materials and wish to have them, if they are to get the greatest possible benefit from possessing them.

No attempt is made here to discuss the full possibilities for using each particular type of material coming from the sources listed in this directory. It is expected that the adaptation and use of materials will vary according to the imagination and experiences of the teacher and her group. It is likewise expected that the teacher and her pupils will make their own groupings when the materials are in their hands. Yet, in order to facilitate the process of selection, the content of materials is here indicated by placing them in general groups. The listing of materials under one general head does not, however, preclude their use in other areas of experience:

Understanding the community: Living in your community (7, 72, 73); improving your community (79, E1); leadership in the community (16, 23, 51, I 1, 2); cities meeting human needs (71, 79, J); interpretation of a program for citizenship (D1); urban and rural life (5, 63, 67, 83, A); country life (5, 83, L); the international community 4, 85, 86).

Citizenship: Sharing America's benefits and responsibilities (G4, D2); investing our money in human resources (35, M); the boy standing before the court (71, 81); youth, with its responsibilities (7, 27, 31); living together in a real home (12, 38, 78); shadows over childhood (79, E1); viewing family backgrounds (12, 24, 52, A, K); good citizens everywhere (15, 21).

Neighbors, international and intercultural: Japanese-Americans (29); keeping peace among nations (34, 85, 86, F, I2); friendly relations among foreign students (41); books for children of the democracy (16, 66, I2); Negro life and achievements (24, 29); surveying the Far East (55); economic and social outlook for the Philippines (B1); Australia, a home for American soldiers (25); understanding China (39); Czechoslovakia and its plans for peace (43); industrial cities of Great Britain (28); influence of education upon economic status of people (35, M); helping immigrants to become citizens (D2); education in South America (58, K); race and cultural relations (67).

Social studies: Grand Coulee and its services to surrounding area (12, C2); interpreting foreign policy (49); contribution of women toward making democracy and America (31, H, E2); contribution of women toward keeping peace (1); child labor (61); teaching civil liberties (67); geographic studies (70, C3); America building ships (N); considering security in a world of chaos (F); soil, the nation's basic heritage (M); forests as an investment (A. 9); a service of the Treasury Department (G3); recreation in National Parks (C5); protection of trees and forest animals (A); tales from the Igloo (C6); development of the Great Seal of United States (F); story of our money (G1); map reading (C3); civics and economic problems (47, 81).

Safety education: Fire prevention education (64, 69); playing safely in the rural school (72, 73); safety education in schools in mining areas (C1): playing safely on public playgrounds (3); some dangers faced by the working child (61, E1); preventing accidents (64, 73); physical fitness for automobile driving (3).

Nutrition and health: Foods necessary for healthful living (A, I2, 6, 46); nutrition in the elementary school (A, I2); health of a nation (17, 21, 38, 48, I2, J); a plea for the right to enjoy life (76); improvement of health of mothers and children (E1, E2); problem of the adjustment of light (75); gardens for healthful living (72); caring for the child's ears (2); *Round Robin News* for the crippled child (74); redesigned for the enjoyment of life (74); protection of the eyes (10, 75); out-door values (5, 27, 31, 60, 62).

Science, natural and physical: Science lives in schoolroom (77, 78); charts for School Nature League (60); plans for Arbor Day (A); making bird sanctuaries in your area (C4); suggestions for beginning a children's museum (1); wild flowers (77); birds of Canada (20); caring for pet rabbits (13); picture cards of interest to classes in science (37); educatiton for an air age (B2); teaching and learning science in the elementary school (7); forest of the coal age (37, C1); birds and animals of Australia (25); running water at work (53, L); opium and other dangerous drugs (G2); animals—bison, beaver, skunk, native cats, teeth and claws, two-shelled animals—(60, C4, 18, 22); plants—ragweeds, city weeds, weeds above the snow—plant-propagation in classroom (19, 60, A); Audubon Junior Clubs (60); film showing white ibis, caracara, Florida crane, burrowing owl (60); distribution of seeds, evergreen trees, how to make a terrarium and fresh-water aquarium (60); trees—common trees and twigs, street trees, evergreen trees, pines, spruces, maples, birches, shrubs—(36, 84); earth and sky, story of the ice age, study of stars, source of power for earth, the sun (40, 60); birds as a factor in controlling insect depredations (C4).

Clubs, recreation, arts: Band of Mercy (13); Boy Rangers (27); Junior Red Cross (14); Junior Camp Fire Girls (31); Future Farmers of America (I2, 50, 62); School Nature League (60); guide maps for National Parks (C5); recreation as a morale builder (7, 64); creative music in the elementary school (58); crafts of the Ojibwa (C6); from clay to bronze, spinning and weaving (53); art exhibits (8); teaching art in the elementary school (7); school activities and libraries (16, H, I2); songs for everybody (72); pageants and plays (1, G4); modern sculpture (1); handcrafts (54).

Securing Materials

When catalogs or lists of materials are available, they should be secured and orders formulated according to the directions provided by the agency concerned. With the continuing shortage of paper it is wise to confine orders to single copies for group use, unless listings show that larger quantities can be supplied.

Although class exercises in writing letters can be well-motivated by the need to obtain instructional materials, the actual order placed in the mail should preferably be prepared and signed by the teacher and should comply with the directions for ordering materials as indicated in the catalog.

Symbols inserted in the accompanying directories may be read as follows: F—for free distribution; C—a charge is made; S—single copies are free but quantities, if available, must be purchased; L—for loan. The individual footnotes give more specific information for the individual organizations and agencies.

Teaching Aids Available From Federal Government Departments and Agencies

Notice of current publications appear each month in SCHOOL LIFE.

United States Government Departments, Agencies, Institutions	Publications				Visual materials			Notes
	Periodicals	Description of functions	Lists of publications	Bulletins, pamphlets, study outlines, references	Motion pictures [13]	Film strips slides [13]	Posters, pictures, charts, maps	
1	2	3	4	5	6	7	8	9
A. Department of Agriculture: Office of Information	C, S		F	F, C	C, L, P [3 4 6]	C, L, P [5 8]	F, C	Lists of educational films, pamphlets, leaflets, and posters issued each month.
B. Department of Commerce:								
1. Bureau of Foreign and Domestic Commerce.	C	F	F	S				
2. Civil Aeronautics Administration	C	F	F	F			F	Study outlines and aids in aviation.
C. Department of the Interior:								
1. Bureau of Mines		F	F	F	L [3 5 6 9]		F	Safety education material.
2. Bureau of Reclamation		S, C	F	S, C	L [3 4 6]			Putting the Missouri to Work. Reports of farming problems in the Columbia Basin.
3. Geological Survey							C	Contour and regional maps may be ordered from a descriptive list.
4. U. S. Fish and Wild Life Service [15]		F	F	F, C			F	Mammals and birds of Alaska.
5. National Park Service [16]		F	F	F, C				Illustrated descriptions of national parks and monuments.
6. Office of Indian Affairs [16]	C, S	F	F	C, F [10]			F, S	Reading books for children in English, Navajo, Hopi, Sioux, and Spanish. Descriptions of handcrafts.
D. Department of Justice:								
1. Federal Bureau of Investigation	F	F		S				
2. Immigration and Naturalization Service. [17]	C		F	S, C	L [1 2 4]			Reading materials to prepare for citizenship, based on the U. S. Constitution. Bibliography on citizenship. Film "I am an American."
E. Department of Labor:								
1. Children's Bureau	C	F	F	S, C	L [4]		C	Reports, statistics, family and community aids related to child health, child labor, services for crippled children, juvenile delinquency, and child protective measures.
2. Women's Bureau		F	F	S, C			F	Materials related to wage, hours, and working conditions for women.

For footnotes, see p. 28.

United States Government Departments, Agencies, Institutions	Publications				Visual materials			Notes
	Periodicals	Description of functions	Lists of publications	Bulletins, pamphlets, study outlines, references	Motion pictures [13]	Film strips slides [13]	Posters, pictures, charts, maps	
1	2	3	4	5	6	7	8	9
F. Department of State: Division of Research and Publication	C	F	F	C, F			F	Description of Seal of the United States. United Nations materials.
G. Treasury Department: 1. Bureau of the Mint		F		S, C				Information on coins, medals, coinage operations and commemoratives.
2. Bureau of Narcotics				S, C				
3. U. S. Secret Service				S, C				"Know Your Money."
4. War Finance Division	F	F	F	F	L [3 4 7]	L [4]	F	Plays and radio scripts.
H. Congressional Library: General Information				F				
I. Federal Security Agency: 1. Public Health Service		F	F	S, C	L [2 5 6 14]	L [2 5 14]	S	Workers' Health Series and Community Health Series.
2. U. S. Office of Education	C	F	F	C, F	C, L, P [2 5 6 12]	C, L, P [5 7 12]	L	For loan, radio scripts, and transcriptions, nutrition workshop pictured summary, report card sample books, Inter-American packets.
J. National Housing Agency; Federal Public Housing Authority		F	F	F, S	L [2 4 6]		L	List of films on housing and related subjects. Reading list for students and teachers on housing. Effects of housing on child health and juvenile delinquency.
K. Pan American Union	C	F	F	C, F	C [3 4 6]		L	Sources for teaching materials—music, costumes, postage stamps.
L. Smithsonian Institution				C			C	Bibliographies include studies of peoples, islands, countries, natural history, and war backgrounds.
M. Tennessee Valley Authority		F		F, S	L [3 5 6 11]		F	History of the Valley conservation project as it relates to people, agriculture, electric power.
N. U. S. Maritime Commission		F		S			S	

Motion pictures, slide films, film strips, and stereopticon slides are for both adults and children unless otherwise indicated.

L—Borrower pays transportation.
C—Borrower pays service charge.
P—Available for purchase.

Government publications for which prices are listed may be purchased from the Superintendent of Documents, Government Printing Office, Washington 25, D. C.

[1] Adults chiefly.
[2] Sound.
[3] Silent and sound.
[4] General information free.
[5] Descriptive catalog free.
[6] Both 16 and 35 mm.
[7] 16 mm.
[8] 35 mm.
[9] Loaned through State film libraries and Distribution Center, 4800 Forbes St., Pittsburgh, Pa.
[10] Available from Haskell Institute, Lawrence, Kans.
[11] Available from Information Office, Knoxville, Tenn.
[12] Visual training aids and instructor's manual.
[13] Films from all Government agencies which produce or distribute them are listed in U. S. Government Motion Pictures and Filmstrips. U. S. Office of Education, Washington 25, D. C.
[14] Secure from State and local health departments. Addresses as of January 1946:
[15] 222 W. North Bank Dr., Chicago.
[16] Merchandise Mart, Chicago 54, Ill.
[17] Franklin Trust Bldg., Philadelphia, Pa.

Teaching Aids Available From Professional and Noncommercial Organizations

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference, lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. American Association of University Women, 1634 Eye St. NW., Washington, D. C.	C	C	C				C							Development of the artist. How to start a school museum. Handbook of nutrition projects. Personality in action.
2. American Association to Promote the Teaching of Speech to the Deaf, 1537 35th St. NW., Washington, D. C.	C	S							L [1 2 5 8]					
3. American Automobile Association, [19] Pennsylvania Ave. at 17th St. NW., Washington, D. C.					S, F	S, F	S	F	L, C [4 5 7]				S, L, F	Broadcasts on safety for school use, safety patrol pledge and equipment, poster contest, lesson units on traffic safety and teachers' manual.
4. American Council on Education, 744 Jackson Pl., Washington, 6, D. C.		C, F	C, F					C		L, P, [6]	P, [6]			Newsletters on inter-American school service and teacher education. Directory of film depositories for "Southern Neighbors" and "Life in the United States." Teaching scripts.
5. American Country Life Association, Lafayette, Ind.	C													Farm and rural life aids for discussion groups.
6. American Dental Association, Bureau of Public Relations, 222 East Superior St., Chicago 11, Ill.		F	C	F	C	C	C	C	C [4 6 8]	C	C, [9]		C	Children's dental certificate.
7. American Education Fellowship, 289 4th Ave., New York 10, N. Y.	C		C											A "Community" laboratory guide-Science teaching. Guidance of children and youth.
8. American Federation of Arts, Barr Bldg., Washington 6, D. C.	C	C								C [5]		C [5]	C [5]	Lectures accompany slides.
9. American Forestry Association, 919 17th St., Washington 6, D. C.	C	F	F			F								
10. American Foundation for the Blind, 15 West 16th St., New York 11, N. Y.	C	F	F	F	F									

For footnotes, see p. 31.

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference, lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
11. American Geographical Society, Broadway and 156th St., New York 32, N. Y.	C	C	C										C	Atlas, descriptions of other countries.
12. American Home Economics Association, 620 Mills Bldg., Washington 6, D. C.	C	F, C	C				C							List of audio-visual aids for homemaking and consumer guides.
13. American Humane Education Society, 180 Longwood Ave., Boston 15, Mass.	C		S	S					C[4 5 8]				C	Aids on care of horses and other animals. Band of Mercy Club, Badge.
14. American Junior Red Cross, National Headquarters, 18th and E Sts., Washington 6, D. C.	C	C, F				C, F			L, C[2 5 8]			L, C	C, F	Program guide for teachers. Guides for international and intercultural understanding. Nutrition poster.
15. American Legion, 777 N. Meridan Dr., Indianapolis, Ind.		F	F											
16. American Library Association, 520 North Michigan Ave., Chicago 11, Ill.	C	C			C									School Activities and the Library. Selected list of U. S. Government publications. Aids to Book Selection.
17. American Medical Association, 535 N. Dearhorn St., Chicago, Ill.	C	C	C										C	
18. American Museum of Natural History, Central Park West and 79th St., New York 24, N. Y.	C		C						C, F,[4 8]	C, L		C, L	C, F	Dioramas. Realia of primitive peoples.
19. American Nature Association, 1214 16th St., Washington 6, D. C.	C	C	C	C					C[2 5 8]					Films of wild life in different parts of the United States.
20. American Nature Society, Ruharh Weaver, Secretary, R. D. 4, Greenwich, Conn.	F	F	F											Canadian Nature.
21. American Social Hygiene Association, 1790 Broadway, New York 19, N. Y.	S, C	F	C	F	C				C[1 3 6 7]	C, L			C, S	
22. American Wildlife Institute, 822 Investment Bldg., Washington 5, D. C.													C	Fuertes New York Prints. Reports on land uses, lake management, outdoor recreation.
23. Association for Childhood Education, 1201 16th St., Washington 6, D. C.	C	F	C	C					C[1 2 5 8]	C[5 9]	L			Guides for understanding children, materials for parents and teachers, book lists, equipment designs.
24. Association for the Study of Negro Life and History, 1538 9th St., NW., Washington, D. C.	F, 5						5					F[5]	F[5]	
25. Australian News and Information Bureau, 630 5th Ave., New York 20, N. Y.	F	F	F		F				L, C[1 3 7]		C, L		F	Charts of birds and animals. Course of study for intermediate grades. Postwar thinking.
26. Belgian Government Information Center, 630 5th Ave., New York 20, N. Y.	F		F, C						L[3 5 8]				F	Education kit.
27. Boy Rangers of America, 740 Lexington Ave., New York 22, N. Y.					C	C	C	C						Boy Rangers Handbook.
28. British Information Service, 30 Rockefeller Plaza, New York 20, N. Y.	C		F		F				L[1 3 5 8]				S, L	British System of Government Automatic Books. Card sets on British institutions and Empire, Women of Britain.
29. Bureau for Intercultural Education, 1697 Broadway, New York 19, N. Y.	S, C	S, C	S, C	F, S	S, C				L[1 3 5 8]		L	L		Recordings.
30. Bureau of Publications, Teachers College,[11] 525 West 120th St., New York, N. Y.	C	F						C			C[5 9]			Reports of research and current school practices.
31. Camp Fire Girls, 88 Lexington Ave., New York 16, N. Y.		C		C	F, C		C						S, F	Epic of America, a play. Story of Our Flag ceremony. Horizon Club for older girls.
32. Canadian Information Service, 84 East Randolph St., Chicago, Ill.	F		F		F				C[3 5 8]		C[6]		F	Canadian Affairs; Your Neighbor, Canada; Official Handbook of Recent Progress.
33. Carl Schurz Memorial Foundation, 420 Chestnut St., Philadelphia, Pa.											F[1]		F[1]	Modern German Graphic Art, Reproductions of old masters.
34. Carnegie Endowment for International Peace, 405 West 117th St., New York 27, N. Y.	C		F						L[3 8]					
35. Chamber of Commerce of the United States, 1615 H St. NW., Washington, D. C.		S, C[5]	S, C[5]											Education Steps Up Living Standards. Postwar readjustment series related to labor, business, economics.
36. Charles Lathrop Pack Forestry Foundation, 1214 16th St. NW., Washington, D. C.			F											
37. Chicago Natural History Museum, Roosevelt Rd. and Field Dr., Chicago 5, Ill.		C[5]	C[5]							C			C[5]	Handbooks on archaeology, ethnology, trees, amphibians, etc., in different countries.
38. Child Study Association of America, 221 West 57th St., New York, N. Y.	C	C	C	C										Books of the year for parents and teachers. Today's world in books for boys and girls.
39. China Society of America, 570 Lexington Ave., New York 22, N. Y.	S	C, F												Some of Your Questions About China Answered.
40. Cleveland Museum of Natural History, 2717 Euclid Ave., Cleveland 15, Ohio.					C			S		L[6]		L[6]		Pocket national histories.
41. Committee on Friendly Relations Among Foreign Students, 347 Madison Ave., New York 17, N. Y.	F		F											Unofficial Ambassadors.
42. Cooper Ornithological Club, Los Angeles County Museum, Exposition Park, Los Angeles 7, Calif.	C	C												
43. Czechoslovak Government Information Service, 1790 Broadway, New York 19, N. Y.			S		F				L[3 5 9]			S	F, S	Democracy in Czechoslovakia.
44. East and West Association, 40 East 49th St., New York, N. Y.		C		C	C		C						C	Recordings of Chinese humor. Children of India, China, Russia.

For footnotes, see p. 31.

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference, lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
45. Educational Film Library Association, 45 Rockefeller Plaza, New York 20, N. Y.	C	C	C						P [3 6 8]					Annual report
46. Elizabeth McCormick Memorial Fund, 848 North Dearborn St., Chicago 10, Ill.		C	C	L, C										Health education leaflets for upper grades and adults. Packets on child management problems for adults and high-school groups.
47. Enoch Pratt Library, Baltimore 1, Md.	C	S, C	C	C										Talks To Teachers on topics related to school interests.
48. Food Research Institute, Stanford University, Calif.		C	C											National and international leaflets on supply and distribution of wheat and oils; family expenditures.
49. Foreign Policy Association, 22 East 38th St., New York 16, N. Y.	C	C	C		C									Economic and social interpretations of Government and community action. Headline series, bimonthly. Sixth-grade materials.
50. Future Farmers of America, U. S. Office of Education, Washington 25, D. C.			S	S	S									Future Farmers in Action.
51. General Federation of Women's Clubs, 1734 N St., Washington 6, D. C.		C [5]	C											Character development, international relations, forum topics.
52. Harmon Foundation, 140 Nassau St., New York, N. Y.									C [4 5 8]	C	C	C	C	Visual expression techniques. Advisory service on playland acquisition methods. Art of American Negroes.
53. Harvard Film Service, School of Education, Lawrence Hall, Cambridge 38, Mass.			F	F					C, L, P [4 5 7]					Films on improvement of reading; teachers' manual and materials; recordings of readings of the Bible, poetry, plays.
54. Industrial Arts Cooperative Service, 519 West 121st St., New York, N. Y.	C		C			C [5]								Techniques, processes, designs, loan collections, units of work.
55. Institute of Pacific Relations, 744 Jackson Pl., Washington, D. C.	C	C			C			C						
56. Metropolitan Museum of Art, School Service and Lending Collections, 5th Ave. at 82d St., New York, N. Y.										L [5]		L [5]	L [5]	Color prints.
57. Museum of Modern Art, Department of Circulating Exhibitions, 11 West 53d St., New York 19, N. Y.										L, C		C [5]	C [5]	Understanding the child through art, painters and painting, photography, prints, designing, architecture, slide talks.
58. Music Educators National Conference, 64 East Jackson Blvd., Chicago 4, Ill.	C	F	C				S							Music of South America, teachers' aids from nursery school through high school, yearbook.
59. National Association of Schools of Music, B. C. Tuthill, Secretary, Southwestern, Memphis, Tenn.		C	S											An approved list of books for music library.
60. National Audubon Society, 1006 5th Ave., New York 28, N. Y.	C	F	C	F	C		C		C, L [2 8]	C, L [5]			C [5]	School Nature League charts, Audubon bird charts and cards Junior clubs.
61. National Child Labor Committee, 419 4th Ave., New York 16, N. Y	C	F	F, C							C, [5]		L	L	Employment of women and children in selected industries and during the war. Beginnings of child-labor legislation.
62. National Committee on Boys and Girls Work, 56 East Congress St., Chicago, Ill.	C				C		C							Lists of 4-H supplies, medals, emblems.
63. National Congress of Parents and Teachers, 600 South Michigan Ave., Chicago 5, Ill.	C		F, C											Study materials, radio scripts, recreation, safety, home-school cooperation.
64. National Conservation Bureau, 60 John St., New York, N. Y.		S, [5]	S	S	S			C	L [4 5 8]					Accident prevention aids, safety education in school, industry, and country.
65. National Council of Teachers of English, 211 West 68, St., Chicago 21, Ill.	C	C	C	C										Recordings of poets readings.
66. National Council of American-Soviet Friendship, 114 East 32 St., New York 16, N. Y.		F, C		C	C							L, C	C	Speakers Bureau. Exhibit packet. Study outline on women, child care, and the family in U. S. S. R.
67. National Council for the Social Studies, 1201 16th St., Washington 6, D. C.	C		C											High-school teaching materials on current problems in American life and in "Our World."
68. National Education Association, 1201 16th St., Washington 6, D. C.	C	F	F, C				C							Teaching units, visual aids on safety education; other background aids.
69. National Fire Protection Association, 60 Batterymarch St., Boston 10, Mass.		F	F	F	F								F	Handbook on fire-prevention week, manual on safeguarding homes.
70. National Geographic Society, 16th and M St., NW., Washington, D. C.	C		C											Color plates from the *National Geographic Magazine*.
71. National Probation Association, 1790 Broadway, New York 19, N. Y.	C		F					S	C, [1 3 5 7]				C	Bibliography for teachers on community organization and prevention of deliquency.
72. National Recreation Association, 315 4th Ave., New York 10, N. Y.	C	F, S		F, S	F, S	F, S	F, S							Aids for rural leaders, arts, crafts, and music service.
73. National Safety Council, 20 North Wacker Dr., Chicago 11, Ill.	C	S	C	S		C	C	C			C, [5]		C	Manuals and lesson units for teachers; aids for safety exhibits; directory of safety films.
74. National Society for Crippled Children and Adults, Elyria, Ohio.	S, F	S	F, L			L	L	L	L, [1 4 5 8]					"Round Robin News" for crippled children and library service for adults.
75. National Society for the Prevention of Blindness, 1790 Broadway, New York 19, N. Y.	C, F		S					C	L, [1 4 5 8]	L, C, [5]			F, C	Room designs for sight saving; talking slide film.
76. National Tuberculosis Association,[10] 1790 Broadway, New York 19, N. Y.			F						L, [1 3 7]				F	Materials chiefly for adults and high-school ages.
77. New England Museum of Natural History, 234 Berkeley St., Boston, Mass.	S		S				F		L, [4 5 8]	C		L	L	Specimens, pictures, Science comes to life in the classroom.
78. New Tools for Learning, 280 Madison Ave., New York, N. Y.			C						L, C, [4 6 8]					Radio transcriptions, recordings. Films emphasize economics.
79. New York University Film Library, 71 Washington Square South, New York 12, N. Y.	F	F							L, C, [4 5 8]		L, C, [9]			Lists of films that provoke critical thinking and suggested discussion issues. Lessou in Spanish. An American community.

For footnotes, see p. 31.

Organizations	Publications								Visual materials					Notes and comments
	Periodicals	Publications, reference, lists for adults	Bulletins, leaflets, study outlines for adults	Book lists for boys and girls	Booklets and leaflets for boys and girls	Children's handwork, arts, hobbies	Plays, pageants, games	Individual records, diaries, tests	Motion pictures	Stereopticon and 2 x 2 film slides	Film strips	Exhibits	Posters, pictures, maps	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
80. Philadelphia Museum of Art, 26th St. and the Parkway, Philadelphia 30, Pa.	C		F						C, [4 6 8]					
81. Public Affairs Committee, 30 Rockefeller Plaza, New York 20, N. Y.		F		F	C						C, [2 5 9]			Discussion and visual aids—current economic, social, and race problems.
82. Roosevelt Memorial Association, 28 East 20th St., New York 3, N. Y.					S				L, [2 5 7]					
83. Russell Sage Foundation, 130 East 22 St., New York 10, N. Y.								C						"Your Community" study guide for older boys and girls.
84. San Diego Natural History Museum, Balboa Park, San Diego, Calif.	F	F		F								L		Nature specimens.
85. World Peace Foundation, 40 Mount Vernon St., Boston 8, Mass.		F	C	F	C									Pamphlet series, postwar problems including collective security, world policing, economic security.
86. United Nations Information Office, 610 5th Ave., New York 20, N. Y.	C	F, C							L C [4 6 7]			F, L	C	Study kits. War and peace aims. Dumbarton Oaks programs.

Motion pictures, film strips and slides are for both adults and children unless otherwise indicated:
L = Borrower pays transportation.
C = Borrower pays service charge.
P = Available for purchase.
[1] For adults chiefly.
[2] Silent.
[3] Sound.
[4] Silent and sound.
[5] General information free.
[6] Descriptive catalog free.
[7] Both 16 mm. and 35 mm.
[8] 16 mm.
[9] 35 mm.
[10] Materials generally available from local or State clubs or associations.
[11] Lists of materials are available from other university press bureaus.

Library Service

State-Wide Reading Program

The cooperation of Connecticut public libraries has been sought by the State Department of Education to facilitate and supplement the work of schools in a State-wide program for the improvement of reading, according to a recent *Newsletter* from the Connecticut Public Library Committee.

The reading program, from which a 2-year appropriation has been made, involves in addition to the teaching of reading skills the utilization and improvement of all reading resources of the community. The Committee points out that the relationship of reading to the experiences of daily life has extended the need for broader interests and more intelligent selection of reading materials than heretofore. An adequate book service is seen as indispensable for the attainment of these reading objectives.

To carry forward this State-wide reading program, regional centers are being established at various points in Connecticut. Adults have been encouraged to participate in the program, and meeting of lay and professional groups have been held. Reading experts have been called upon to demonstrate the development of reading readiness, study skills, and group reading. A survey of library and general reading interests is being made in one community with the cooperation of the local public librarian, the State school library supervisor, and the secretary of the Connecticut Public Library Committee.

Reading in Treatment of Patients

Of indirect value to patients has been the part of Cadet Nurses in the hospital library service of the Veterans' Administration, according to its bulletin, *Recent Books for Hospital Use.*

Cadet Nurses have been assigned to the library of veterans' hospitals on days when ward visits are made to demonstrate the place of properly selected reading materials in the treatment of patients. To this end, the librarian emphasizes the need for keeping the patient up-to-date, holding him to reality, and taking his thoughts away from himself.

Cadet Nurses are made acquainted with different types of books, pamphlets, magazines, and newspapers selected for patients, with the reasons for selecting some titles and excluding others. An opportunity is afforded cadets to observe both the routines of circulating materials in wards and the methods of stimulating reading interests of patients. The library's place in the hospital program and its coordination with other services for patients are explained to cadets.

Pictorial Americana

To meet widespread current interest in and public demand for pictorial material illustrating the history of the United States, the Library of Congress has issued a subject index to its collection of negatives of historical prints and photographs. This list, entitled *Pictorial Americana*, indexes over 750 negatives of views of American cities, battle scenes, presidential inaugurations, railroads, ships, portraits of eminent personages, and other subjects, and represents only a portion of a constantly growing file of prints and photographs in the Library of Congress.

The Library announces that *Pictorial Americana* is published for the convenience of persons who may wish to purchase copies of materials through its Photoduplication Service. The list may be secured on application to the Information and Publications Office, The Library of Congress, Washington 25, D. C.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Annual Report of the Federal Seeurity Agency—Scction Two: U. S. Offiee of Education, 1945. Washington, U. S. Government Printing Office, 1945. 76 p. 15 cents.

Contents: Higher Education, Vocational Education, School Administration, General Instructional Services, Physical Education and Health Activities, Statistics, The Library, Service to Libraries, Comparative Education, Inter-American Educational Relations, Special Programs and Projects, Services for the Blind, Visual Aids for War Training, Educational Uses of Radio, and Publications.

Collcges and Universities, Including All Institutions of Higher Education. By Ella B. Ratcliffe and Elsie J. Smith. Washington, U. S. Government Printing Office, 1945. 125 p. (Part III, Educational Directory, 1945–1946). 20 cents.

Issued annually by the U. S. Office of Education, the *Educational Directory* contains the following four parts: I. Federal, State, and County Education Officers; II. City School Officers; III. Colleges and Universities; and IV. Educational Associations and Directories. Each part appears as a separate.

New Publications of Other Agencies

U. S. Department of Agriculture. *Careers in Forestry.* Washington, U. S. Government Printing Office, 1945. (Miscellaneous Publication No. 249) 23 p. 5 cents.

Publication deals primarily with careers in technical forestry, the practice of which calls for professional training comparable to that of engineers, lawyers, and other professional men.

———. Farm Credit Administration. Cooperative Research and Service Division. *Making the Most of Your Co-op Annual Meeting.* By French M. Hyre. Washington, U. S. Department of Agriculture, 1945. (Miscellaneous Report No. 92). Processed. 28 p. Single copies free from Farm Credit Administration, Kansas City 8, Mo., as long as supply lasts.

Designed to offer helpful suggestions to persons charged with the responsibility of planning and conducting annual meeting programs.

———. Forest Service. *Don't Kill the Forest Goose; Forests are Wealth.* Washington, U. S. Government Printing Office, 1945. (AIS 13) 12 p. 5 cents.

A popular presentation of forest conservation.

———. ———. *What Are We Aiming At? A Forest Conservation Program.* Washington, U. S. Government Printing Office, 1945. (AIS–10) 12 p. 5 cents; or $2 per 100.

Presents facts and figures about forest lands, volume of timber, growth and drain, and method of achieving permanent and adequate timber supplies.

U. S. Department of Labor. Children's Bureau. *Childhood Mortality from Aecidents by Age, Race, Sex, and by Type of Accident.* Prepared by Dr. George Wolff. Washington, U. S. Government Printing Office, 1945. (Publication 311) 25 p. 10 cents.

Through statistical tables and textual interpretations, this study calls attention to the problem, and presents facts regarding the types and causes of accidental deaths of boys and girls.

———. ———. *Emergency Maternity and Infant Care Program.* Washington, U. S. Government Printing Office, 1945. 8-page folder. 5 cents.

Key facts about the program for wives and babies of servicemen and of men recently discharged from the armed forces.

———. Women's Bureau. *Unemployment Compensation: How it Works for Working Women.* Washington, U. S. Government Printing Office, 1945. (Union Series No. 4) 8 p. folder. Single copies free from Women's Bureau as long as supply lasts.

Presents in brief form, the benefits which may be claimed, how to claim them, and special points of law

———. ———. *Women Dentists.* Washington, U. S. Government Printing Office. (Bulletin 203, No. 9) 1945. 21 p. 10 cents.

Pamphlet is one in a series prepared to present the postwar outlook for women in particular occupational fields.

U. S. Department of State. *Good-Neighborliness Through Technical Agricultural Collaboration.* By Ross E. Moore. Washington, U. S. Government Printing Office, 1945. (Publication 2412) Reprinted from *Department of State Bulletin*, September 16, 1945. 15 p. 5 cents.

A brief description of agricultural experiment station program which the U. S. Department of Agriculture has assisted in establishing and operating in the other American Republics.

———. *Exchange of Specialists and Distinguished Leaders in the Western Hemisphere.* By Francis J. Colligan. Washington, U. S. Government Printing Office, 1945. (Publication 2414) Reprinted from *Department of State Bulletin*, September 9, 1945. 12-page folder. 5 cents.

An account of the objectives of these exchanges, of the specific activities of the program, and what has been accomplished in spreading knowledge and understanding among the Americas.

U. S. Library of Congress. Legislative Reference Service. *State Law Index, 1941–42.* Washington, U. S. Government Printing Office, 1945. 765 p. $1.75.

This ninth biennial compilation is of special interest as a key to legislation resulting from the war. Purchasers of the *State Law Index* receive free a mimeographed monthly summary.

U. S. Superintendent of Documents. *Price Lists.* Washington, U. S. Government Printing Office, 1945. Free from Superintendent of Documents.

No. 38, 41st edition. *Animal Industry: Farm Animals, Poultry, and Dairying.*

No. 48, 36th edition. *Weather, Astronomy, and Meteorology.*

No. 65, 26th edition. *Foreign Relations of the United States.*

No. 70, 24th edition. *Census Publications: Statistics of Population, Agriculture, Manufacturers, Retail and Wholesale Distribution, Occupations, and Religious Bodies.*

Lists publications on the specific subjects available for sale.

U. S. GOVERNMENT PRINTING OFFICE: 1946

SCHOOL LIFE

Volume 28, No. 8 ☆ **Official Journal of the U. S. Office of Education** ☆ **May 1946**

LIBRARY
APR 29 1946
NATIONAL EDUCATION ASSOCIATION

CONTENTS

Page

REPORTS OF COMMISSION ON STATE EDUCATIONAL PROBLEMS ---------- 1

State Educational Organization
Teacher Education
Federal, State, and Local Responsibilities in Planning and Financing the Construction of Educational Plant Facilities

AMERICAN VOCATIONAL ASSOCIATION CONVENTION ---------- 10

STATE EDUCATIONAL AGENCIES FOR SURPLUS PROPERTIES ---------- 11

"FORTY YEARS IN VOCATIONAL EDUCATION" ---------- 13

PRESIDENT'S HIGHWAY SAFETY CONFERENCE ---------- 16

BUILDING FACILITIES FOR PHYSICALLY IMPAIRED CHILDREN IN PUBLIC-SCHOOL SYSTEMS ---------- 17

STATE-WIDE VISITING TEACHER SERVICES ---------- 21

EDUCATORS' BULLETIN BOARD ---------- 24

LIBRARY SERVICE ---------- 25

INTERNATIONAL EDUCATIONAL RELATIONS ---------- 27

Summer Study Programs
Spanish Language Institute

SOME PRINCIPLES FOR CONSIDERATION IN STATE AND COMMUNITY PLANNING FOR THE NEEDS OF CHILDREN ---------- 30

MODEL PLANES PLACED IN SMITHSONIAN ---------- 31

U. S. GOVERNMENT ANNOUNCES ---------- 32

National Council of Chief State School Officers

Reports of Study Commission on State Educational Problems

AT THE recent annual meeting of the National Council of Chief State School Officers held in Buffalo the Study Commission on State Educational Problems reported on State educational organization; teacher education; and Federal, State, and local responsibilities in planning and financing the construction of educational plant facilities.

The Commission report on policy statements of the National Council approved at the annual meeting was published in the April issue of SCHOOL LIFE.

The Commission was authorized in 1942 primarily to study problems assigned to it or approved by the National Council or its president, and to prepare and submit each year to the Council or its Executive Committee reports and recommendations concerning policies growing out of these studies. The reports follow:

☆

State Educational Organization

The State meets its responsibility for the education of its people (1) by legalizing and maintaining an organization for education and (2) by actively sponsoring a program adapted to the needs of its citizens in a democratic society. To serve this purpose, State agencies have been created to direct various phases of the total educational program.

In 1944 the National Council of Chief State School Officers adopted policies concerning the scope and functional organization of a State school system. At the request of the chief State school officers this study was made to picture the present status of scope and organization.

It was found that various States carry on their functions by a multiplicity of means. States vary both in the number of agencies charged with responsibility, but similarly named boards differ in the types of duties given them. Likewise, States vary in the scope of education offered.

Legal Basis for State Educational System

The number and responsibility of State educational agencies vary in the several States. The summary figures in the study indicate that legal provisions have been made to establish schools covering the commonly accepted areas of education such as elementary, secondary. However, few States have made legal provisions for nursery schools and only three States listed any form of jurisdiction over the education of the large number of children enrolled in private and parochial schools.

The National Council of Chief State School Officers has gone on record in favor of a unification of the educational agencies within a State under a State board of education, and has adopted a

SCHOOL LIFE

Published monthly

except August and September

Federal Security Administrator

WATSON B. MILLER

U. S. Commissioner of Education

JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.

Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

policy whereby the chief State School Officer functions as executive secretary of the board.

Although 30 States have made legal provision for a State board of education over certain areas of education between 1784 and 1900; nine between 1900 and 1940; and one since 1940, the facts reveal that a very limited number have met the policy of the council.

Chief State School Officers

Legal basis for the office.—The States have used two methods in establishing or providing for the chief State school officer: namely, constitutional and legislative. Thirty-three of the States have constitutional provision for the office. The other 15 States make statutory provisions for the office.

Method of selecting.—The chief State school officer is elected by popular vote in 32 States. Leading authorities on State school administration have recommended that the chief State School officer be appointed by the State board of education. This point of view has received little favorable consideration by State legislatures. At present the chief State school officer is appointed by the State board in 8 States and by the Governor in 8 States. One reason why the elective method of selecting the chief State school officer, may be the difficulty of making constitutional change. Thirty of the State constitutions provide for the election by popular vote. It is interesting to note that in 8 of the 15 States that have only statutory provisions providing for the selection of the chief school officer, he is appointed by the State board of education; in 5 by the Governor; and in 2 he is elected by popular vote.

Qualifications.—Legal qualifications of the chief State school officer are prescribed by the State constitution or by the statutes or by both in some cases. Constitutional provisions relate chiefly to age and resident requirements which are usually the same as for other publicly elected State officers. A few States require definite educational qualifications by statute. According to the questionnaire report about one-third of the States have no legal requirements; 9 States require college graduation; and 8 require teaching experience.

Deffenbaugh and Keesecker [1] found in 1940 that of the chief State school officers elected by the people 13.8 percent had doctor's degrees, 44.8 master's degrees; 24.2 bachelor's degrees; and 17.2 no degrees. Of those appointed by State boards 62.5 percent had doctor's degrees, 25 percent master's degrees, 12.5 percent bachelor's degrees.

Statutory provision should be made requiring that the qualifications for the chief State school officer be made comparable to other equivalent professional positions in the State.

Term of office.—The term of office provided by law varies from 1 to 6 years. It is fixed by the constitution in 43 States. Twenty-five of the States provide for a 4-year term. There has been little change in the average length of service of the chief State school officers during the past 40 years. The average is roughly 6 years. The most recent data available indicates that the tenure is about twice as long in States where the chief State school officer is appointed by a State board as where he is selected by popular election or appointment by the Governor.

Compensation.—The 41 States which responded to this study reported salaries ranging from $3,000 to $15,000 as indicated below:

Salary	*State*	*Salary*	*State*	*Salary*	*State*
$3,000	1	$5,000	6	$8,500	1
3,300	1	5,700	1	9,000	2
3,600	1	6,000	5	9,500	1
4,000	5	6,500	2	10,000	2
4,200	1	7,400	1	12,000	1
4,500	1	7,500	6	15,000	2
4,800	1				

The salary of the chief State school officer should be, at least, equal to the highest paid educational administrator in the State.

Relationship to boards.—Forty of the States have State boards of education. The reports seem to indicate that the work of the chief State school officer is more closely related to the activities of the State board of education when the officer is directly responsible to the board than is the case where the board is merely advisory.

Every State has a number of boards functioning on a State level which deal with various phases of education or some closely allied phases of education. The

[1] Deffenbaugh and Keesecker. *State Boards of Education and Chief State School Officers; Their Status and Legal Powers.* Washington, Government Printing Office, 1941. (U. S. Office of Education Bulletin 1940, No. 6, Monograph No. 1.)

chief State school officer in most instances is a member or ex-officio member of these boards and finds it necessary to allocate much of his time to such service. The data vary so much from State to State that a satisfactory tabulation could not be made.

State Department of Education

An analysis of the figures presented by Dexter [2] and Reeder [3] reveals the fact that 20 different States established the chief State school office within 6 years of the time when the first State-wide public school laws were enacted by the legislature. The significance of this lies in the fact that these States found it necessary to set up special State organizations in order to make their school laws effective. In six of the other States, the chief State school offices were established before State-wide public-school laws were enacted, and the chief State school offices played an important part in promoting State-wide school laws in these States. Thus we see that the beginning of the State department of education parallels the beginning of the State program of education.

Functions of State Departments of Education

While State departments of education were established to aid in carrying out the State-wide program of public education, their functions were very limited contrasted with those of today.

The function of the State department of education as defined in a policy adopted by the National Council is a State service agency in the field of education to provide professional leadership and guidance, to coordinate educational services, to carry out the policies and duties authorized by the State board of education.

Gibson [4] in his recent analysis of the legal functions of State departments of education grouped the legal responsibilities of the departments into 48 major functions. Thirty-nine of these functions were mentioned in the State laws of 20 or more States. All of the States have specific school laws referring to forms for reporting to the State, vocational education, budgets for schools of the State, certification, personnel administration within the State department and school finance. Over 40 State departments have some function relating to the standardization of elementary and high schools, normal schools and teachers colleges; budgets for the State department of education; school census; child accounting; legislative proposals for schools; reports to the Governor; control of public schools of the State; curriculum; interpretation of the school laws; rules and regulations of school policy; conferences with school people of the State; surveys to determine school needs; and annual reports of the State department of education.

Thirty to thirty-nine States make the following functions a part of the State Department of Education: enforcement of attendance, rehabilitation, equalization of educational opportunity, the approval of local school budgets, the approval of building plans, research and statistics, textbooks, transportation, health and physical education.

Many of the legal functions which are not mentioned specifically in the school laws are performed by various members of the State department under the direction of the State superintendent and the State board of education. It is extremely difficult to determine exactly every function performed by State departments of education according to law, because the interpretation of such broad powers as are written in some statutes makes it possible for State departments to do many things which are not specifically mentioned in the school laws.

This study reveals that there are from 1 to 22 States that function in one or more of 43 areas in which it would be difficult to point to a law specifying those functions. This condition shows the necessity of carrying out the policy already adopted by the National Council of Chief State School Officers:

"The State constitution should contain the *basic provisions* for the organization, administration and support of a program of public education; and it should empower and direct the legislature to establish the *general plan* for carrying out the basic revisions so set forth."

The complexity of the responsibility and the multiplicity of details in operating a State department of education, the possibility of developing a routine type of service which may not produce satisfactory results at long range lead the committee to suggest the following safeguard as a policy.

State departments of education should continually analyze social implications of education and the relationship of education to the democratic society as a basis for determining what service they should render.

The Personnel of State Department of Education

Selection of the staff.—Replies from 40 States indicate that in nine States the staff is selected through civil service procedures; in 13 by the the chief State school officers alone; in 17 by the State board of education upon the recommendation of the chief State school officer and one by the Governor upon the recommendation of the chief State school officer.

The statutes usually give the State superintendent very broad powers in determining the personnel of the State department of education. There is not always a close connection between the title of the official and the function of that official in the State department of education. This condition may lead to confusion on the part of the public and on the part of other States in facilitating efficient service and cooperative planning.

This study reveals the fact that the qualifications of personnel are not always in terms of the functions they are to render. The following council policy statements emphasize the selection of personnel in terms of services to be rendered.

The State department of education, which should consist of the chief State school officer and his staff, should be organized as a State service agency in the field of education to provide professional leadership and guidance, to coordinate educational services, and to carry out the policies and duties authorized by the State board of education.

The personnel of the department should be selected on the basis of merit and fitness by the State board of edu-

[2] Dexter, Edwin G. *A History of Education in the United States.* The Macmillan Company, New York, 1904.

[3] Reeder, Ward G. *The Chief State School Official.*

[4] Gibson, Raymond C. *Personnel Administration of State Departments of Education.* (Doctor's thesis, University of Wisconsin, 1944.)

cation upon the recommendation of the chief State school officer.

The organization of the department should facilitate providing efficiently all needed services and should promote coordination and integration among the services.

In order to carry out these policies the positions should be combined into classes through an analysis of their functions. A class is comprised of all positions which are sufficiently similar in respect to their duties and responsibilities so that—

a. The same requirement as to education, experience, knowledge and ability can be demanded of applicants;

b. The same test of fitness can be used to choose qualified employees;

c. The same schedule of compensations can be made to apply to the same or substantially the same employment requirements.

A class should be identified by an explicit statement written in a standardized form and including the essential facts which mark it off from every other class. This statement called a class specification or class description consists of four or sometimes five parts, namely—

1. The title of the class.
2. The statement of duties and responsibilities.
3. Examples of work performed.
4. A statement of minimum qualifications.
5. In some systems a statement of lines of promotions and scales of pay.

The most complete study which has been made in the field of personnel problems in the State department of education is that by the President's Advisory Committee on Education. According to that report the eight States which have their State department of education organized on the basis of a duties classification are Maryland, Massachusetts, Connecticut, New Jersey, New York, Pennsylvania, Wisconsin, California. A few States such as Alabama, Minnesota, and Michigan have been added to that list.

The responsibilities of the State department of education for direct educational services and for educational services to other groups should be used as a basis for determining the optimum number of professional staff members needed in the department. A job analysis should be made and a duties classification written as a basis for establishing a functional organization of the staff within the department. The positions classification rests upon the fundamental principle that a position exists irrespective of the employee. Educational administration cannot sanction the idea of classifying a position to fit a given employee.

After a job analysis has been made of the responsibility of the department and after the personnel have been selected upon the basis of definite specifications, consideration should also be given to such factors as make for good service, morale, security, and professional growth of the staff members.

Adequacy of the staffs.—According to the report the staff is deemed to be adequate in 2 States, fairly satisfactory in one State, and inadequate to very inadequate in 37 States.

Compensation of the staff.—The reports returned from 19 States included a salary scale. A few States reported that increased salary scales have been recommended. A number of States indicated that no compensation scale could be guaranteed because the budget of the department is contingent upon legislative action.

The salary scale in one State ranges from $2,300 to $3,000. On the other hand, some States provide a maximum salary of $8,250.

Retirement provisions.—Thirty-three States reported retirement provisions and eight States indicated none.

Tenure.—There is no provision for tenure in 19 States, and 13 States reported civil service status.

Sick leave.—Twenty-eight States reported sick leave regulations having median allowance for 15 days; 13 States reported no specific provision but indicated that sick leave was determined by the superintendent.

Vacations.—The range is from 10 to 30 days for the 28 States reporting regulations. In 6 States the vacation is regulated at the discretion of the superintendent.

Leave of absence.—Twenty States reported no regulations, and 15 States reported that leave is granted on the employee's request and approval of the State board of education or the chief State school officer.

As has earlier been stated, this summary picturing the status of State departments of education does not provide complete information concerning all States, and some of the information may even raise questions of interpretation. However, it is hoped that sufficient information has been presented to raise significant questions concerning several problems related to realizing a functional organization of State departments in line with previously adopted policies.

Committee Members and Consultants Attending Conference

Planning Committee

A. R. Meadows, *chairman*
T. J. Berning
Fred G. Bishop
John S. Heitema
E. L. Lindman
Cameron M. Ross
R. Lee Thomas
Roger M. Thompson
E. Glenn Featherston, U. S. Office of Education, *acting secretary*

Project Committee

Fred G. Bishop, *chairman*
T. J. Berning, consultant

☆

Teacher Education

Good teachers are the Nation's first need. No educational program can be stronger than its professional personnel. Virility, vision, culture, zeal, a bit of the reformer, a bit of the prophet, balance—are some of the words which convey some ideas of characteristics which must be true of the persons engaged in the education of the children, youth, and adults of this Nation. If this truth is accepted, no more vital responsibility faces the chief State school officers than the stimulation of all efforts which will result in providing the Nation with excellent teachers. This seems to be the primary duty of educational statesmanship. This task involves constant endeavor, and evaluation designed to improve techniques which are used to select, educate, and hold the best equipped person in the teaching profession.

Some of the problems, policies, and solutions are suggested in this report.

I. State Department Leadership in Teacher Education

A. Nature of Leadership

1. *The State department of education should accept primary responsibility for exercising leadership in the provision of an adequate supply of ever-improving teachers for the State's system of schools.*

(*a*) The State department has responsibility for operating an effective educational program; ever-improving teachers form the essential means of achieving effectiveness in education.

(*b*) The education of teachers is a cooperative enterprise involving local school systems, colleges and universities, and various State agencies. Cooperation requires coordination, and the State department of education is the logical coordinating body for a State system of schools.[1]

(*c*) The State department of education maintains contact with local school programs, institutions of higher education, and other State agencies, and is charged with responsibilities on a State-wide basis. It is in the best position, therefore, to exercise intelligent State-wide leadership.

(*d*) The State department has, or should have, control of certification of teachers; certification and education cannot be separated.

2. *The State department of education should exercise leadership through cooperative planning.*

(*a*) It should seek to earn respect through service, to get efficiency through the use of cooperative techniques, and to pool resources.

(*b*) Cooperative leadership in teacher education may be furthered through the appointment by the chief State school officer of (1) an active State council on teacher education which exercises advisory functions and whose membership is broadly representative of teacher education interests, and (2) temporary advisory bodies to deal with specific problems.

3. *The organization and staffing of State departments of education should facilitate the performance of the leadership function.*

(a) The organization of the staff of the State department of education should fix responsibility for:

(1) Channeling suggestions for broad policies concerning teacher education to the chief State school officer.

(2) Leading in the formulation and execution of plans for teacher-education activities.

(3) Coordinating the teacher-education activities in the State department of education.

(4) Leading in the development of State-wide collaboration among teacher-education interests.

(5) Directing the certification service.

(b) The most effective organizational pattern yet developed delegates the responsibilities named above to a single coordinator of teacher education; the title given him varies from State to State.

(c) Whatever the plan of organization, it should make clear that teacher education is not a thing apart from other educational services; it should also make clear that teacher education is a vital concern of all divisions of the State department of education.

4. *The statutes of the State should charge the State board of education with responsibility for leadership in teacher education and should delegate to it the authority needed in carrying out that responsibility through the chief State school officers.*

(*a*) Legal power does not, however, constitute a substitute for the use of genuinely cooperative procedures in leadership.

(*b*) The State board of education should have the legal right to influence directly the teacher-preparation curricula of all colleges and universities which educate teachers. This right should be exercised in a manner which will stimulate initiative and creativeness.

(*c*) Leadership for the in-service education of teachers should be recognized legally as a function of the State board of education; financial appropriations to the State department of education should be large enough to enable it to make such leadership effective.

II. Leadership at Work

A. In Selective Recruitment

1. *It is urgent that the State department of education exercise its leadership function in evolving a program which will result in recruiting and holding desirable teaching personnel.*

The fundamental part of the program must be a long-term effort to make the teaching profession attractive to sincere and capable individuals. In addition, necessity demands special efforts to overcome shortages of serious proportions.

(*a*) Suggestions for long term emphasis:

(1) Improving the working conditions, the intangible rewards, and the tangible financial provisions to the end that teachers can live obviously happy and normal lives.

(2) Making the education of children meaningful and profitable to them, heightening thereby the favor with which they look upon teaching.

(3) Providing conditions which will make wholesome, attractive personalities the common attributes of the teachers who influence the young persons to teach or not to teach.

(4) Stimulating communities to accord teaching the tangible social prestige it deserves.

(5) Attracting effective and stimulating instructional personnel as faculty members in teacher-education institutions.

(6) Emphasizing the advantages of teaching as a career for outstanding men as well as for outstanding women.

(7) Cultivating the attitude that children should not be deprived of the services of good teachers just because those teachers are married.

(8) Conducting campaigns for increased support for schools upon the basis of the value of education rather than upon the basis of the pitiable condition of teachers.

(*b*) Scholarships should be made available in order that the State shall not suffer because worthy and capable individuals are denied higher education because of lack of private financial resources.

(1) The case for special scholarships to recruit persons for teaching is yet unproved, but it warrants careful consideration. If such scholarships are offered they should be safeguarded by exacting policies to insure selection of participants in terms of abilities needed for teaching and

[1] "The State Department of education * * * should be organized * * * to coordinate educational services * * * " *Policy Statements of the National Council of Chief State School Officers*, p. 9, statement 9.

by careful evaluation of the results achieved.

(*e*) Supplementary undertakings designed to meet the immediate emergency:

(1) A State-wide campaign to acquaint young people with the full truth about teaching as a career.

(2) Determined emphasis upon the principle that salaries for elementary teachers should be made equal to those for high-school teachers.

(3) Short-term training programs to assist persons who are trained for high-school teaching and who wish to teach in elementary schools to become equipped for such service.

(4) Short-term professional programs for college graduates who are not specifically prepared to teach to enable them to enter the teaching profession.

(5) Encouragement of persons who prepared for elementary teaching but who entered other professions because of war conditions to return to teaching.

2. *The State department of education should develop and maintain a system for predicting with a fair degree of accuracy the future demands for teachers.*

(*a*) The prediction should cover the kinds of teachers needed and the specialized abilities desired, as well as the size of the demand.

3. *The improvement of selection procedures of persons, both for entrance to and for continuance in the profession, should challenge the best leadership of the State department of education.*

(*a*) Only those who show definite promise of developing essential abilities should be admitted to the profession. Much research is needed to develop techniques for identifying such abilities.

(*b*) Continuous evaluation in terms of desired competencies should form the basis for selection of those who are to continue to teach.

B. Pre-Service Education

1. *Provisions should be made whereby the chief State school officer through his staff may participate actively in developing curricula for the pre-service education of teachers. Such participation is essential in tying the teacher education in the colleges more effectively with the work of the teachers on the job.*

2. *The State department of education should stimulate and assist the colleges in identifying the needs to be met by teachers in planning curricula to meet needs in evaluating the effectiveness of curricula, and in making constant revisions of curricula in the light of the evaluations arrived at.*

In performing these functions, full use should be made of the services of State advisory counsels on teacher education, of special advisory groups, and of other agencies with resources to offer for the improvement of teacher education.

C. In-Service Education for Teachers

1. *In-service educational offerings should focus upon helping teachers do their everyday jobs better, and the State department of education should assume leadership in making such offerings truly realistic.*

2. *Curriculum improvement programs, supervisory assistance and consultant services should form the backbone of an in-service educational program; the State department of education should demonstrate the highest caliber of leadership in making such enterprises successful through the cooperative planning of all persons and agencies concerned.*

3. *The State department of education should be equipped to render leadership and consultative services to local school systems by having on its own staff specialized instructional personnel; it should also act as a clearinghouse for channeling suitable personnel from other agencies, colleges, and local school systems, in locating and solving educational problems.*

4. *A cooperatively evolved plan for the intensive education of such emergency teachers as have shown promise should be inaugurated at once.*

This plan should be based upon an appraisal of the needs of such persons, should employ new procedures and courses if necessary, and should aim at developing teaching ability rather than merely at the acquisition of a certain amount of college credit.

D. Certification

1. *The legal power to prescribe the types of teaching certificates to be issued by a State and to establish the policies governing such issuance should reside in the State board of education. The State board should adopt policies with the advice of the chief State school officer acting through the State department of education.*

2. *Certificates should be based upon the completion of curricula which have been designed to develop the desired attributes of the teacher, and have been approved for that purpose.*

(*a*) Such curricula should be developed through the cooperative planning of many staff members of teacher educating institutions, public school personnel, and other competent persons, stimulated by the participation and leadership of the State department of education.

3. *Certificates should lapse upon the separatiton of a person from the teaching profession, in accord with carefully planned regulations adopted by the certificating body. Life certification is frowned upon.*

4. *Temporary emergeuey certificates should be issued to those persons whose qualifications are below the minimum acceptable standards; they should be valid for not more than one year at a time; holders should not be required to take additional education unless they show definite promise of becoming desirable permanent additions to the profession. Persons who do show such promise may be issued provisional certificates, given a real opportunity to secure more education, and eventually be up-graded to regular certification.*

5. *The free flow of teachers across State lines should be facilitated.*

The best procedure to bring this about seems to be for States within a region to work out mutually acceptable understandings; the prestige of regional recommendation can then be used in support of any necessary legislative changes.

E. Preparation of Teachers for Exceptional Children

The following are cited as specific examples of policies which should obtain in the planning of education for teachers in specialized areas.

1. *The State department of education must accept its obligation to insure that needed educational services for exceptional children are provided.*

(*a*) It should exert leadership in seeing to it that competent teaching personnel is available.

2. *The leadership of the State department of education should result in the provision of curricula designed to produce teachers who are equipped with the needed general and specialized abilities.*

(*a*) Such curricula should be based upon an analysis of the abilities needed by such teachers.

(*b*) In general, the special equipment needed by the teacher of exceptional children will be built upon basic preparation to teach normal children.

(*c*) The curricula should be built to do the job, not by the process of collecting existing courses merely because they have certain titles.

(*d*) The curricula should be the end-product of cooperative planning and evaluation by the college staff, the State department of education, experienced teachers and administrators, psychologists, social workers, physicians, and any other professional or lay groups who may have contributions to make.

3. *An adequate supply of well-prepared personnel to serve exceptional children demands both long term and emergency planning.*

(*a*) A program for locating and attracting suitable candidates for specialized preparation.

(*b*) Long-term, preservice curricula for producing well-rounded specialists.

(*c*) Short-term, intensive curricula to equip partially qualified but promising candidates with the minimum essentials of specialized education.

(*d*) Continuing educational provisions so that specialized education can be completed by persons on the job and so that leaders may be developed.

4. *It is particularly important that the State department of education provide specialized consultative services to teachers of exceptional children.*

5. *States should enter into cooperative agreements for the establishment and maintenance of specialized college curricula in those fields in which the size of the demand indicates this to be a desirable procedure from the standpoint of economy or efficiency.*

(*a*) A given State may agree to pay the additional cost incurred by its students because they are attending an out-of-State institution.

(*b*) Several adjacent States may enter into contractual relations with a single institution, covering a stated fee to be paid for each selected student sent to that institution.

(*c*) Out-of-State educative arrangements should be subject to constant and careful evaluation in terms of the needs they are supposed to meet; the State department of education should see to it that such evaluations are made.

III. Next Steps

The policies which have been enunciated have revealed very clearly that action looking toward the improvement of the State departments' leadership in teacher education should be the subject of continued effort. This effort should take two major lines:

(1) Evolving additional policies in areas which require more study than has been possible under the conditions surrounding the work of this project committee, and

(2) Working out efficient procedures for carrying these policies into effect.

In the last analysis, such further action must take place within the individual States and it is urged that the chief State school officers, acting through the Study Commission, take immediate steps to have these policies studied, modified, and implemented within each State.

Much of the research and implementation which is essential however, will require continuous study—extending over several years—by the process of pooled effort among the various State departments. The results of such combined study are well exemplified by the successes which have followed the national conferences on school bus transportation and by the contributions made by the annual studies undertaken through the Planning Committee of the Study Commission.

It is therefore proposed that such combined and continuous study of State department leadership in teacher education be launched in 1946 through a *work conference* sponsored by the National Council of Chief State School Officers and directed by the Planning Committee of its Study Commission. Such a work conference would consist of one person designated by each chief State school officer; it would extend over several days; it would address itself to the solution of teacher education problems, using the present project committee report as a beginning point. Planning for the work conference would be done by a small subcommittee of the Planning Committee who would secure such assistance as was needed. If it appeared desirable to the subcommittee, two or more regional work conferences might be held in lieu of a single national conference.

Foundation support for the work conference should be sought in a manner which will supplement, and not interfere with, the efforts of the National Council of Chief State School Officers to establish permanent and continuous central office service. It is believed that the tremendous possibilities in this undertaking will appeal to a foundation which is interested in the actual improvement of educational services.

Therefore, it is recommended strongly that the National Council of Chief State School Officers—

(1) Record its enthusiastic sponsorship of such a work conference, and

(2) Request the Planning Committee to proceed immediately to consult with the Executive Committee concerning the establishment of the machinery to carry out the foregoing proposals, and

(3) Request its president to work closely with the Planning Committee in achieving the results desired.

Committee Members and Consultants Attending Conference

Planning Committee

A. R. Meadows, *chairman*
T. J. Berning
Fred G. Bishop
John S. Haitema
E. L. Lindman
Cameron M. Ross
R. Lee Thomas
Roger M. Thompson
E. Glenn Featherston, U. S. Office of Education, *acting secretary*

Project Committee

R. Lee Thomas, *co-chairman*
John S. Haitema, *co-chairman*
M. M. Cruft
T. N. Touchstone
Robert H. Morrison
L. D. Haskew, Committee on Teacher Education, American Council on Education, *consultant*
R. E. Jaggers, National Association State Directors of Teacher Education and Certification, *consultant*

☆

Federal, State, and Local Responsibilities in Planning and Financing the Construction of Educational Plant Facilities

School plant facilities in the United States do not, in general, meet the needs of a modern educational program. Population movements from one locality to another are overloading existing facilities in certain areas. Increases in the number of births will cause further congestion. Needed replacements have been deferred because of shortage of funds and wartime restrictions upon construction. Extensions and improvements in the school program will require corresponding improvement in educational facilities. These factors clearly indicate that there must be an extensive school building program in the immediate future. In order to insure the proper development of this far-reaching program, the following policies should serve as guides:

Responsibilities and Participation of the Federal Government

1. *The Federal Government should provide funds through the U. S. Office of Education to be used in planning and constructing educational plant facilities.*

Equalization of educational opportunities throughout the United States cannot be effected without considering the cost of school plant facilities. In addition to the need for equalization, there is the problem of increased costs. Many States will not be able to provide adequate school housing without financial assistance from the Federal Government.

2. *Federal funds for the construction of educational plant facilities should be allocated through the U. S. Office of Education to the legally constituted State educational authorities rather than directly to local administrative units.*

The granting of Federal funds directly to local school administrative units will jeopardize the State's plans for an improved organization of local school administrative units and the establishment of economically efficient attendance centers.

State educational authorities are in position to allocate school building funds consistent with long-time plans for the improvement of the State educational systems. In the past under the WPA, PWA, and Lanham Act programs, Federal funds for school building purposes were granted directly to local school administrative units, with little consideration for the plans of the State educational authorities.

3. *Federal funds for the construction of educational plant facilities should be allocated, through the U. S. Office of Education, to the States in accordance with an objective formula giving due consideration to the relative financial ability of each State. If a local or a State contribution to the cost of school plant construction is required, the percentage of such contribution should be adjusted in accordance with the financial ability of the State.*

Allocation of Federal funds to the several States in accordance with an objective formula is the only practical means of avoiding personal and political bias in determining the amount granted to each State. Of the bills now pending before Congress providing Federal aid for school plant construction, H. R. 4499 is the only bill formulated in accordance with adopted policies of the National Council of Chief State School Officers providing grants to the duly constituted State educational authorities on the basis of an objective equalization formula.

4. *The Federal Government, through the U. S. Office of Education should provide school building consultative services, at the request of the chief State school officer.*

Although each State department of education should provide school building services for its local school authorities, there is the need for similar services at the Federal level. The United States Office of Education should also compile and interpret the findings of research studies. The present staff of the U. S. Office of Education is inadequate to meet the needs of the States. The current reorganization of the U. S. Office of Education and planning funds provided by H. R. 4499 should make possible increased services from the U. S. Office of Education in school plant planning.

Responsibilities and Participation of the State

1. *The State should provide funds for educational plant facilities to local administrative units.*

The tendency for local property tax valuations to remain constant in the face of sharply increasing costs of construction, has made it virtually impossible for a majority of local administrative units to finance the construction of needed new school plants. Constitutional and statutory restrictions upon the amounts of money which can be raised by bond issues and special tax levies have further handicapped local administrative units. State aid will tend to offset the gross inequalities in the capacities of local administration units to finance capital outlay projects. In some States equalization of available funds for current expenses has been achieved fairly well, but little progress has been made in equalizing available funds for capital outlay purposes.

A properly administered State school building aid program is one of the most effective means of promoting improvements in school district organization. A few States have reported substantial progress in obtaining State aid for school building purposes. In 1945, Alabama appropriated approximately $12,000,000 for State aid for school building purposes. Connecticut appropriated $2,000,000 and Delaware $1,000,000 for similar purposes. New York provides school building aid to central school districts. Ohio appropriated $2,000,000 for State school building aid for the 1945–46 biennium. The State of Washington appropriated $70,000,000 for general postwar development, an undetermined amount of which may be made available for school construction.

2. *The allocation of State funds to local administrative units for the purpose of providing needed educational plant facilities should be in accordance with an objective formula that gives proper*

consideration to variations in the fiscal capacities of local units.

This may be accomplished by providing for capital outlay expenditures in the State's educational foundation program or by providing a State fund from which grants are made to local administrative units. If a special fund is established by the State, the percentage of the cost of an approved project to be borne by the State should be adjusted in accordance with an equalizing formula. Formulas for computing State school building aid were reported as follows:

(*a*) Alabama provides a capital outlay item in its foundation program. These funds are apportioned to local units along with other State aid funds, but are required to be held as a school building reserve fund, used for debt service or be expended for a State approved building project unless approved for current expenditures by the chief State school officer. The relative amount of the foundation program budgeted for capital outlay is established by the State board of education, and was 5% of the total in 1945–46. The building funds so apportioned ($1,396,000) are supplemented this year by a special appropriation of $10,500,000 apportioned on a teacher unit basis, with no equalization provision.

(*b*) In Connecticut the school building commission may grant to any town an amount not exceeding one third of the cost of the project or a maximum of $150 per pupil. There is a further limitation of $50,000 to any town during a biennium.

(*c*) In Delaware the legislature established specific school building allotments and percentages in the statute.

(*d*) In New York the single grant for central school districts equals the enrollment times a cost factor minus 6 percent of the valuation, provided the grant may not exceed the actual cost of the proposed building project.

(*e*) In Ohio grants are limited to school districts having a tax valuation of less than $6,000 per pupil, which are levying the prescribed rate for school purposes. The allotment may not exceed the difference between the cost and the amount the district is able to pay as determined by the superintendent of public instruction.

(*f*) In Washington the amount of State aid is based upon a percentage of the cost of an approved project. The percentage for each school district is computed in accordance with an objective equalization formula. Percentages vary from 25 percent State aid in the wealthier districts to 75 percent in the poorest districts. The formula for computing the percentages utilizes the number of teacher units and State equalized tax valuation of each district:

(250,000 × No. teacher units − valuation) ÷ (250,000 × No. teacher units + valuation) = percent State aid.

3. *Approval by the State department of education in terms of minimum standards for the location and plan of new school buildings should be required.*

This is necessary in order to give proper consideration to attendance areas which extend beyond the boundaries of established local administrative units, and in order to insure the observance of minimum standards.

Most of the States reported that the State department of education has some authority to approve building plans. In most instances, this authority is limited to enforcement of minimum health and safety standards. Only a few States reported State authority over the location of new school plants in relation to the development of improved administrative units.

4. *The State Department of education should provide consultative services to local administrative units for community surveys and school plant design.*

Planning a new school building should involve a re-evaluation of the educational program in each community. The supervisory staff of the State department of education should be available to assist in such planning.

Virtually all State departments of education reported an inadequate staff for such work. In some States a readjustment of the assignments of supervisory personnel has been made to assist school building specialists in local planning projects.

Responsibilities and Participation of Local Administrative Units

1. *Local school authorities should be encouraged to initiate procedures leading to the construction of educational plant facilities when needed.*

While planning assistance and some financial assistance may come from State sources, the initiative for starting a school building program should come from local school authorities. If more than one school district is in the attendance area of a proposed new building, a joint planning committee of local school authorities should be formed.

2. *Local school building planning should be coordinated with the planning of related agencies to achieve a wider use of the new school plant.*

Park departments, libraries and similar agencies provide part of the overall organized educational experiences of youth. The planning procedures should facilitate the development of a school plant that meets community needs.

3. *Financing a new school plant should require a local contribution in accordance with the ability to pay. Such local participation should not be achieved by diverting current expense funds.*

Good school buildings enhance community values and reflect the primary interest of the people and local participation in financing their construction is proper. However, new school buildings should not be obtained at the expense of the instructional program.

In most States local funds for financing the construction of new school buildings are raised by bond issue. There is generally a definite limitation upon the amount which may be raised by bond issue.

During recent years there has been some tendency for local units to accumulate over a period of years building reserve fund from levies in excess of amounts required for current expenses.

4. *The location and construction of educational plant facilities should encourage proper organization of local school administrative units and should not under any circumstances contribute to the perpetration of an inefficient school district system.*

In general, local school administrative unit organization has not kept pace with improvements in transportation facilities and developments in education. One reason for this lag is that existing buildings were located and designed for a school district system established many years ago. Plans for new school plants must recognize the

advantages of larger service areas which are now possible. If this is not done, uneconomical administrative units may be frozen in a fixed pattern for many years.

Committee Members and Consultants Attending Conference

Planning Committee

A. R. Meadows, *chairman*
T. J. Berning
Fred G. Bishop
John S. Haitema
E. L. Lindman
Cameron M. Ross
R. Lee Thomas
Roger M. Thompson
E. Glenn Featherston, U. S. Office of Education, *acting secretary*

Project Committee *

E. L. Lindman, *co-chairman*

Health Problem and Public Support

The Council on Dental Health of the American Dental Association states in a recent news letter that "public and financial support is not related to the size and importance of the health problem. For example, voluntary agencies collect 16½ million dollars for infantile paralysis which represents $94 per case, 15 million dollars for tuberculosis or $22 per case, 4 million dollars for cancer or $8 per case, 30 thousand dollars for diabetes or 5 cents per case and 100 thousand dollars for heart disease or 3 cents per case. From the mortality standpoint, heart disease is America's number one health problem."

Research Awards

Pi Lambda Theta, National Association for Women in Education, is again this year announcing the granting of two awards of $400 each for significant research studies on "Professional Problems of Women." Three copies of the final report of the completed research study shall be submitted to the Committee on Studies and Awards by July 1, 1946. Inquiries should be addressed to Dr. Bess Goodykoontz, Chairman, Pi Lambda Theta Committee on Studies and Awards, U. S. Office of Education, Washington 25, D. C.

*D. A. Emerson, chairman (absent)

American Vocational Association Convention

by James R. Coxen, Chief, Vocational Statistics and Research

AMONG subjects discussed at the thirty-ninth annual convention of the American Vocational Association held recently in Buffalo, two received major attention. One was training for veterans; the other related to plans for extending vocational education opportunities to groups and communities not now adequately served.

"More than 13 million veterans are now eligible for training under two Federal Acts—P. L. 16 which provides for the rehabilitation of disabled veterans, and P. L. 346 'The G. I. Bill of Rights'—but this number will probably be considerably increased before the war is officially terminated," H. V. Stirling, Assistant Administrator of the Veterans' Administration, stated in discussing the vocational rehabilitation and educational program for veterans. "Up to January 1 more than 650,000 veterans had applied for training. Spot surveys indicate that from 8 to 12 percent of those eligible desire to attend schools and colleges on a full-time basis.

"The Veterans' Administration is not an educational institution. It is not operating schools of its own nor does it intend to. The sole responsibility for having adequate training facilities and courses of education or training is assigned to the State educational systems. No department, agency, or officer of the United States, in carrying out the provisions of the servicemen's readjustment act insofar as education or training is concerned, shall exercise any supervision or control, whatsoever, over any State educational agency or State apprenticeship agency or any educational or training institution. The Veterans' Administration stands ready to cooperate in any way within the limits of the law in helping the educational and training leaders to achieve their objectives.

"The veteran and industrial establishments must be made to understand that the words 'job' and 'training' are not synonymous and that the Veterans' Administration may pay subsistence allowance to a veteran only while he is pursuing a course of training. The appropriate agency in each State must always be on the alert to prevent 'fly-by-night' and 'gyp-joint' educational or training institutions from exploiting the veteran and the public. None of us should forget that our primary responsibility is to restore employability to the disabled veteran who has received his injury or disease in the service of his country."

Attention was given to the need for counseling and guidance for veterans who desire training or placement on jobs. Lt. Col. Mary-Agnes Brown of the Veterans' Administration urged that educators give more attention to counseling and training women veterans who desire such service. The needs of women veterans under the Government's program are generally the same as those of men veterans, except for considerations such as their relatively small numbers as compared with the total veteran population, and the fact that their employment problems will be somewhat different from those of men.

Colonel Brown said in part: "An important problem is presented in the war-created interest on the part of many women veterans to prepare themselves for professions and vocations heretofore regarded as suitable only for men. In spite of military regimentation many men and women have found in Army and Navy service a new stimulation, a sense of freedom and satisfaction in doing jobs for which they are better adapted than for their prewar occupations. Having pioneered in the armed forces a woman will be prepared to pioneer in the civilian world. War service has developed for her certain techniques such as self-assurance, tact, determination, and a sense of humor and team work with which she is prepared to face hesitancy on the part of employers to give her a job and pay her according to ability rather than sex."

The Agricultural Education Section met with D. Z. McCormick, of the Vocational Training Division of the Veterans' Administration, to discuss the prob-

lem of training for veterans who expect to engage in farming. The use of advisory committees to assist in planning the training courses; the kinds of training to be provided; the qualifications of instructors; and some of the standards to be used in establishing agricultural training and placement for veterans were emphasized as factors which require attention.

Limited opportunities for adequate general and vocational education was given by Mark A. Smith, Superintendent of Bibb County Schools, Macon, Ga., as one reason for the shifting of people in his State from rural communities to cities or to other States. He said: "We cannot today train our pupils for tomorrow with yesterday's schools. The area vocational school is an important means through which adequate vocational training can be extended to all people. Are we prepared as men and women, as teachers, to do what is necessary to conserve the human resources of this country?"

"The Wider Use of the Community in Building Programs of Education," was discussed by O. C. Aderhold of the University of Georgia who stated that "One of the most pressing problems facing education today is the continuous development of our programs of instruction to meet the changing needs of the people. To shift the emphasis in the school program in order to meet wartime objectives was not very difficult because of the emotional stimulus furnished by the war. Perpetuating the desirable elements that came into the program during the past few years and planning for the peace are immediate and urgent responsibilities of all the educational forces on the local, regional, State, and national levels. Education made adjustments in line with emerging needs during the war period; education must now be planned looking toward the world at peace."

Mr. Aderhold reported on a series of studies made in the State of Georgia during the past 2 years with the purpose of getting the people in the communities and counties to assist with their own educational planning and to improve their own educational facilities. Special mention was made of the extent to which the communities helped to plan their own programs of vocational education.

In a discussion centering around the selection of personnel—both students and teachers—for trade schools, R. E. Iffert of the United States Office of Education raised four questions relating to selection including "Why," "How," "Who," and "When." In discussing "How shall we select?" he suggested four criteria which might be employed in determining the procedure to be used.

1. Selection must be based upon clearly defined and objective specifications.

2. Selection must so operate that the best interests of the selectee and the community are served.

3. The selection process must guarantee those, who are the best training risks, a much better than random chance of being selected.

4. The procedure must be acceptable, workable, and practical.

The use of practical trade tests for the selection of teachers who have the necessary occupational competency was discussed by David Jackey, University of California, Los Angeles, and Eugene Fink, Supervisor of Industrial Teacher Training, Albany, N. Y. Both explained the procedures used in developing and administering the tests, and showed numerous examples of test material.

C. L. Greiber, State director of vocational and adult education in Wisconsin, was elected president of the association for 1946.

State Educational Agencies for Surplus Properties

Agencies to assist eligible public and private educational claimants to obtain available Federal surplus property at discounts permitted under Surplus Property Administration Regulation 14 have been established in 48 States, Hawaii, and Puerto Rico. Names and addresses of executive officers or directors of these agencies as reported to the U. S. Office of Education at the time of going to press follow:

ALABAMA, Montgomery 4—E. B. Norton, State superintendent of education, State Department of Education.

ARIZONA, Phoenix—E. D. Ring, State Superintendent of Public Instruction, State Department of Public Instruction.

ARKANSAS, Little Rock—William H. Moore, Director, Arkansas Educational Agency for Surplus Property, State Department of Education.

CALIFORNIA, Sacramento 14—Roy E. Simpson, State Superintendent of Public Instruction, State Department of Education.

COLORADO, Denver—H. Rodney Anderson, State Purchasing Agent, State Capitol.

CONNECTICUT, Hartford—Alonzo G. Grace, State Commissioner of Education, State Department of Education.

DELAWARE, Wilmington—J. Francis Blaine, P. O. Box 1670, 25th and Broom Streets.

FLORIDA, Tallahassee—C. H. Overman, Secretary and Director, Florida State Improvement Commission, P. O. Box 149.

GEORGIA, Atlanta 3—J. W. Sikes, Director, Division of Surplus Property, 238 State Office Building.

IDAHO, Boise—G. C. Sullivan, State Superintendent of Public Instruction, State Department of Education.

ILLINOIS, Springfield—J. C. Mutch, Assistant Superintendent, State Department of Public Instruction.

INDIANA, Indianapolis 4—H. G. McComb, Executive Officer, Indiana Educational Agency for Surplus Property, Room 227, State House.

IOWA, Des Moines 19—Roland G. Ross, Supervisor, Occupational Information and Guidance, State Department of Public Instruction.

KANSAS, Topeka—C. V. Kincaid, State Business Manager, State House.

KENTUCKY, Frankfort—Gordie Young, Assistant State Superintendent of Public Instruction, State Department of Education.

LOUISIANA, Baton Rouge 4—C. E. Laborde, Executive Officer, Lonisiana Educational Agency for Surplus Property, State Department of Education.

MAINE, Augusta—Harry V. Gilson, State Commissioner of Education, State Department of Education.

MARYLAND, Baltimore 1—T. G. Pullen, Jr., State Superintendent of Schools, 1111 Lexington Building.

MASSACHUSETTS, Boston 33—John J. Desmond, State Commissioner of Education, State Department of Education.

MICHIGAN, Lansing 2—Eugene B. Elliott, State Superintendent of Public Instruction, State Department of Public Instruction.

MINNESOTA, St. Paul 1—Dean M. Schweickhard, State Commissioner of Education, State Department of Education.
MISSISSIPPI, Jackson—W. D. Hilton, Director of Office of Surplus Property.
MISSOURI, Jefferson City—Roy Scantlin, State Superintendent of Education, State Department of Education.
MONTANA, Helena—Elizabeth Ireland, State Superintendent of Public Instruction, State Department of Public Instruction.
NEBRASKA, Lincoln 9—Wayne O. Reed, State Superintendent of Public Instruction, State Department of Public Instruction.
NEVADA, Carson City—George E. McCracken, Office Deputy, State Department of Education.
NEW HAMPSHIRE, Concord—Walter M. May, Deputy Commissioner of Education, State Department of Education.
NEW JERSEY, Trenton 8—George S. Allen, State Department of Public Instruction.
NEW MEXICO, Santa Fe—R. H. Grissom, Educational Budget Officer, c/o State Department of Education.
NEW YORK, Albany 1—George D. Stoddard, State Commissioner of Education, State Education Department.
NORTH CAROLINA, Raleigh—W. Z. Betts, Director of the Division of Purchase and Contract.
NORTH DAKOTA, Bismarck—O. S. Johnson, State Capitol.
OHIO, Columbus 15—Walter G. Rhoten, State Department of Education.
OKLAHOMA, Oklahoma City—Joe R. Holmes, Surplus Property Agent, Room 214, State Capitol.
OREGON, Salem—Rex Putnam, State Superintendent of Public Instruction, State Department of Public Instruction.
PENNSYLVANIA, Harrisburg—Paul Cressman, Director, Bureau of Instruction, State Department of Public Instruction.
RHODE ISLAND, Providence 3—James F. Rockett, Director of Education, State Department of Education.
SOUTH CAROLINA, Columbia 10—James H. Hope, State Superintendent of Education, State Department of Education.
SOUTH DAKOTA, Pierre—A. B. Blake, Secretary of Finance, Capitol Building.
TENNESSEE, Nashville—Harvey T. Marshall, Director, Tennessee Educational Agency for Surplus Property, State Department of Education, 409 Seventh Avenue, N.
TEXAS, Austin—Weaver H. Baker, Chairman, Texas Educational Agency for Surplus Property, State Board of Control.
UTAH, Salt Lake City—J. Easton Parratt, Utah Educational Agency for Surplus Property, State Department of Education.
VERMONT, Montpelier—Carl J. Batchelder, Deputy Commissioner of Education, State Department of Education.
VIRGINIA, Richmond 16—Linscott Ballentine, Assistant Supervisor, Trade and Industrial Education, State Department of Education.
WASHINGTON, Olympia—Pearl A. Wanamaker, State Superintendent of Public Instruction, Office of State Superintendent of Public Instruction.
WEST VIRGINIA, Charleston—Carl Riggs, Executive Officer, West Virginia Educational Agency for Surplus Property, 422 Capitol Building.
WISCONSIN, Madison 2—J. H. Armstrong, Executive Officer, Wisconsin Educational Agency for Surplus Property, State Department of Public Instruction.
WYOMING, Cheyenne—Esther L. Anderson, State Superintendent of Public Instruction, State Department of Education.
HAWAII, Honolulu—Neil W. Ackland, Deputy, Administrative Affairs, Department of Education.
PUERTO RICO, San Juan—Antonio V. Rios, Administrator, General Supplies Administration.

Follow-Up Report of Workshop

Persons who received a copy of *A Nutrition Workshop Comes to the Campus*, the report of the Terre Haute Workshop on Nutrition Education in the Elementary School, no longer available except on loan, will be interested to know that they can secure *A Follow-up Report of the Terre Haute Workshop* by request from Helen K. Mackintosh, U. S. Office of Education, Washington 25, D. C.

National Folk Festival

The twelfth annual National Folk Festival will be held in the Music Hall, Cleveland Public Auditorium, Ohio, May 21–25, inclusive, the National Folk Festival Association announces. The Festival will be a part of Cleveland's Sesquicentennial Celebration and will be jointly sponsored by the Sesquicentennial Commission and Western Reserve University.

Further information may be secured from the Association, Room 286, Public Auditorium, E. Sixth and Lakeside Avenue, Cleveland 14, Ohio.



Dr. Clarence Poe, who represents agriculture on the Federal Advisory Board for Vocational Education, was elected chairman at the recent Board meeting held at the U. S. Office of Education. The Board serves in an advisory capacity to the U. S. Commissioner of Education for the several fields of vocational education.

☆

Information About Atomic Energy

Evidently a place to go for information about atomic energy is to the recently organized National Committee on Atomic Information jointly sponsored by a group of leading scientists, members of the Federation of Atomic Scientists, and 60 national organizations. Its goal is "public understanding of the scientific facts of atomic energy and their implications for society."

Materials will be made available at cost. The first offering is a "Kit on Atomic Energy for Study Groups and Discussion Leaders" priced at $1 postpaid, which contains a discussion outline, a reading list with notes on free and inexpensive materials available in quantity, and a balanced assortment of the latest authoritative books and pamphlets, the Committee announces. Also available are such items as "Questions and Answers about Atomic Energy," 24 pages, 10 cents; and "Education for Survival in the Atomic Age," 6 pages, 5 cents.

The Committee offices are located on the same floor with the Federation of Atomic Scientists and the Federation of American Scientists at 1621 K Street NW., Washington 6, D. C.

"Forty Years in Vocational Education"

by J. C. Wright,[1] Assistant Commissioner for Vocational Education

THE YEAR 1946 marks the fortieth anniversary of the movement leading to the organization of the American Vocational Association. Early in the spring of 1906 Prof. Charles R. Richards of Teachers College, Columbia University, and Dr. James P. Haney, director of manual training in the New York City schools, took the lead in calling together a small group of men to discuss the need for organizing a national society which would promote industrial education. Forty years ago the term "industrial education" was used with very much the same meaning as is attached to "vocational education" today.

The meeting sponsored by these two pioneers was held on June 9, 1906, at the Engineers' Club in New York City. . . .

It was evident from the discussion at the meeting that the group was unanimous in believing some action should be taken to form a national society. A subcommittee of five was appointed to draft plans for a public meeting at which a plan of organization could be presented for approval.

Organization of National Society for the Promotion of Trade and Industrial Education

The public meeting was held November 16, 1906, at Cooper Union in New York City. Among the 161 persons whose names appeared as sponsors of the movement was that of President Theodore Roosevelt. In all, 250 persons attended. They came from New York; Chicago; Boston; Philadelphia; Springfield, Ill.; Milwaukee; Menomonie, Wis.; Buffalo; Cincinnati; and Raleigh, N. C. Dr. Henry S. Pritchett was elected president. Dr. Nicholas Murray Butler addressed the assembly, and made the statement, "It seems to me that this society has taken hold of one of the most important and far-reaching of our social and industrial problems."

[1] Excerpts from an address at the annual banquet of the American Vocational Association, February 7, 1946, Buffalo, N. Y.

The year 1907 was given over to studies of a number of industries and to the formation of State committees which were charged with the duty of promoting similar organizations within their respective States.

Early Meetings of the National Society

The first meeting of the National Society for the Promotion of Industrial Education was held in Chicago on December 5 and 6, 1907; the second in Atlanta, Ga., November 1908; and the third in Milwaukee, December 1909. Each succeeding year, the society, by whatever name it has been called, met in one of our principal cities from east to west and from north to south, with an ever increasing membership and a constantly expanding program.

A review of the printed programs and of the subjects under discussion as the years passed show a widening of the horizon in the conception of vocational education of less than college grade; a zealousness in keeping the faith with the founders of the society; and a desire to promote a new type of education having the objective of preparation for useful employment in industry, on the farm, in the home, and in the marketing of products of both farm and factory.

A review of these yearly programs also shows a consistent philosophy of what is meant by vocational teacher training; of the value of occupational experience in the qualifications of vocational teachers; of the need for apprenticeship, for part-time and evening extension courses for employed workers; and of the value of occupational surveys in determining the need for vocational training.

The National Society, now known as the American Vocational Association, has a right to be proud of its leadership during the four decades that have passed since 1906. * * * As a means of implementing its program, it sponsored and secured the passage of the Smith-Hughes Act, and other acts supplementary thereto. * * * Throughout these years the National Society has been guided by able leaders, many of whom have left us or are now approaching the age of retirement. New leaders must come forward and be prepared to follow through and "Keep the Faith."

It is fitting that at the fortieth annual meeting of this Association your speaker, who has been a member for one-third of a century, a life member since 1929, a member of the staff of the Federal office from the beginning of the program, and who is now in his twenty-fifth year as the directing head of the Federal staff, should enumerate to you some of the principal accomplishments under the Smith-Hughes and supplementary Acts. * * *

Outstanding Accomplishments Since 1917

In our annual reports, we have presented statistics on enrollments, expenditures, and other fiscal developments and accomplishments under the specific provisions of the vocational education acts. Let us now present some of the most outstanding developments and accomplishments not specifically recognized as needs when the Federal Board for Vocational Education was organized in 1917.

Training for Leadership in Vocational Education

When the National Society was organized in 1906, leadership in the organization was largely in the hands of employers, labor, engineering institutions, technical institutes, and social workers. The professional leader in vocational education, of which we now have fifty or sixty thousand serving as teachers, supervisors, teacher trainers, or directors of vocational education, was conspicuous by his absence from the picture. The total number of recognized directors or supervisors in charge of city and State programs probably could have been counted on the fingers of your two hands.

* * *

When the Federal Board for Vocational Education was organized in 1917, members of its professional staff found

few State and local leaders who had any provious experience in the administration of vocational education. The States of Massachusetts, New York, Pennsylvania, Wisconsin, Connecticut, and Indiana had made some progress, but in other States it was necessary to begin at the beginning. In recognition of this great need for leadership in all fields of vocational education, the Federal Board issued its policy in 1918 permitting the use of teacher-training funds for State supervision. A few years later the policy was extended to include local supervision. Under the impetus of this policy, national leadership training conferences such as those conducted in Minneapolis, Minn., in 1921 and 1922, and later at Blue Ridge, N. C., were held for the training of supervisors, teacher trainers, and conference leaders.

These pioneering schools of instruction, along with regional conferences and other special training programs conducted by members of the Federal staff and by representatives of State boards for vocational education, are entitled to high rank among any list of accomplishments since 1917. Through them many of you were definitely aided in attaining leadership in vocational education. But you, too, shall pass away and after you there cometh another, and so on without end. Each new generation will call for additional training for leadership. It is a continuous program with an ever receding horizon.

Future Farmers of America

Another outstanding accomplishment in vocational education, not specifically recognized when the Smith-Hughes Act was passed, was the development of the Future Farmers of America organization. Because of its sound structure and program of activities, interest in training for farming occupations was greatly increased, and practical motivation for satisfactory establishment in farming was provided. Specific training in leadership, citizenship, cooperation, thrift, service, and recreation was responsible for farming's taking on new dignity and importance in the minds of both youth and adults. * * *

The Individual Farming Program

The individual farming program that is planned and executed by the student of vocational agriculture as a means of establishing himself in farming and to give a sound and practical basis for the vocational training program is another of the most significant and productive accomplishments in agricultural education since 1917. This program is an outgrowth of the required 6 months of supervised practice work and has made it necessary for the teacher of vocational agriculture to visit the home of each student not only to fulfill the "letter" of the law but also to evaluate the student's opportunities for engaging in farming activities, and to help him formulate a long-time farming program. This individual farming program helps to develop proficiency in farming and to establish the student in a specific type of farming. The individual farming programs thus developed become the core of the instructional program in the school and keep the instruction on a practical and sound basis. The Future Farmers of America organization aids greatly in promoting this program.

Factors for Evaluating the Efficiency of Vocational Education

Another major accomplishment has been the development of a set of standards or efficiency factors used to evaluate classes in vocational education. In the opinion of many persons this development did more to secure an appreciation and common understanding of the fundamentals of a good vocational training course than any other single thing that has been done.

The mere evaluation of specific class situations has probably not greatly affected the work done, but this method of indoctrinating school officials in the underlying principles has had tremendous effect. Once the principles of functioning subject matter, of occupationally competent teachers, of properly selected students, of training on a productive basis and in a practical environment are accepted, the whole treatment of vocational education is viewed in a different light. When school administrators realize the meaning of these efficiency factors and the reasons back of them, many of the problems of providing the conditions needed for effective vocational education disappear.

Coordinated Program of Education for Homemaking

The development of a coordinated program of education for homemaking in which the work of each age group is correlated with the work of other age groups in the program, is in strong contrast to earlier programs in which isolated courses were organized independently for in-school youth and for adults.

This coordinated program provides education for homemaking for the individual at different stages of development and is accomplished:

(*a*) Through joint work among home economists responsible for junior high school programs, for vocational and other high-school programs, and for adult programs;

(*b*) Through cooperative relations between home economics and other departments in the school contributing to education for homemaking; and

(*c*) Through cooperative relations between schools and other community organizations and agencies offering educational services to families.

As long as the different phases of homemaking were taught independently of each other, and other departments in the school were also teaching about the home, educational experiences for youth tended to be spotted, unrelated, and incomplete. They lacked the force and clearness which coordination gives to a program in which many elements must be combined toward a single high objective.

Methods of Job Analysis

The development of methods of job analysis was one of the most important new developments in the whole field of vocational education subsequent to 1917 because job analysis is a fundamental approach to the solution of problems of vocational education.

* * *

Vocational Training for Distributive Occupations

An outstanding development in the field of business education has been the recognition of the need for vocational training for the distributive occupations. The Smith-Hughes Act provided for training in occupations having to do with production, namely, agricultural and trade and industrial education; and training for consumers through courses in home economics.

As a result of a growing conviction that distribution is vitally important in our national economy, provision was made in the George-Deen Act for training the great body of workers in the field of distribution.

Since 1937, and to some extent prior to that time, training has been given to hundreds of thousands of distributive workers, both youth and adults. This training has included varions occupational levels.

Utilization of Representative Advisory Committees

The establishment and organization of training programs with the advice and counsel of representative advisory committees was early recognized as a fundamental principle in vocational education, even prior to the enactment of the Smith-Hughes Act. The development and utilization of representative committees, however, did not keep pace with social and economic changes. This situation brought about greater effort on the part of the Vocational Division of the U. S. Office of Education in providing assistance and leadership in the organization and use of representative committees.

During the past several years, much has been accomplished in this direction. State plans for vocational education now contain provisions which require the use of such committees at least on the local community level, and many provide for State advisory committees. Through the work of these committees a much better relationship exists between management, labor, and the schools.

Training for Public Service Occupations

Another development not specifically recognized when the Federal Board was organized in 1917, is in-service training in public service occupations. While training for agricultural, trade and industrial, and homemaking pursuits was recognized as a necessity when the Smith-Hughes Act was passed, it became clearly evident as the years passed that training and up-grading servants of the public was a phase of public vocational education which had an identity and for which adequate provision had not been made in any of the existing services. It was also apparent that persons in the public employ were as entitled to such training as workers in industry or other phases of the vocational education program, especially if the taxpayer was to get value received for money expended.

Occupational Information and Guidance

The most outstanding development in the guidance field is undoubtedly the making available to the States of funds which could be used for State programs of supervision in occupational information and guidance.

Previons to 1938, only one State—New York—had a person in charge of guidance as a specific and separate activity, although Vermont had a person in whose title the word "guidance" appeared. In 1946, 41 States have provisions for State supervision in this field. Although 9 of these States do not use vocational funds, there is a direct connection in almost every one of them between the leadership and field work of the Federal Office and the establishment of the new services in the States.

Vocational Training for War Workers

The most outstanding accomplishment in the field of trade and industrial education which was not specifically recognized when the Federal Board for Vocational Education was organized in 1917 has been the program of vocational training for war production workers. The rapidity with which this program was put into operation and the extent to which it served the needs of the Nation in time of war is striking evidence of the developments which have taken place in the trade and industrial program of our public schools during the years since the passage of the Smith-Hughes Act. The industrial schools of the country did contribute to the war efforts of our country during World War I, but there were not a sufficient number of schools or of trained directors, supervisors, and teachers to meet the needs of the country during that war. During World War II, however, all and more than could be expected of a Nation-wide system of vocational schools contributed.

Food Production War Training

Another important part of the war production training program was that carried out in the field of agricultural education. Starting with general preemployment training for farm youth to enable them to enter war industries, this program was soon modified to help the Nation meet its greatly increased needs for food, fiber and oil-bearing crops, and livestock; and for training in the operation, maintenance, and repair of farm machinery.

These special programs for national defense and war production indicate the vast contribution which vocational education made in converting our country to a wartime economy.

A Billion Dollar Capital Investment

I doubt whether the sponsors of the Smith-Hughes Act visualized the billion dollar capital investment in buildings and equipment for the Nation's public schools made since 1917. The capital investment made by the local, State, and Federal governments may be somewhat less or even more than my estimate for we do not have actual figures on which to base our statement. However, we do know that Milwaukee has a mammoth 7-story building, covering 11 acres of floor space, and 210 rooms which now accommodate 10,534 pupils during the day and 16,092 pupils during the evening. The annual operating budget exceeds 1 million dollars.

We do know that Buffalo, New York City, Philadelphia, Los Angeles, Toledo, Chicago, Jacksonville, Miami, St. Louis, St. Paul, New Orleans, and many other cities throughout the cooperating States, Hawaii, and Puerto Rico have erected and equipped new buildings costing large sums of money, especially designed for vocational schools.

Fully 6,000 separate buildings for teaching vocational agriculture have been erected since 1917 at an estimated cost of $60,000,000. During World War II, $48,600,000 was invested in equipment by the Federal Government for war production training. This equipment has now been given to the vocational schools.

State and Local Governments Have Exceeded Matching Requirements

The Smith-Hughes Act contemplated that for every dollar of Federal money expended for the salaries of teachers, supervisors, and directors, the State and local communities should expend an

equal amount. This matching ratio was reduced to 50 percent during the first 5 years of the George-Deen Act. The record shows that during the 29 years in which the Federal, State, and local governments have carried on this great cooperative program in vocational education, the States and the local public schools have invested $2.50 for each $1 of Federal funds received.

In addition to the foregoing developments and accomplishments there are many others, some of which are listed below without any attempt to evaluate their importance:

The cooperative part-time diversified occupations program; procedures for training conference leaders; development of the conference procedure; foreman training; the Future Homemakers of America organization; in-service training of teachers; the food processing and food preservation program; the extension of the vocational acts to Hawaii, Puerto Rico, Alaska, and the District of Columbia; a study of vocational-technical training of less than college grade; a study of vocational education in the years ahead; and the Model Aircraft Project carried on in cooperation with the United States Navy in which 800,000 planes were made of 80 different models. This was a joint program involving industrial arts and vocational education.

Keeping the Faith

It has been my privilege to serve 51 years in educational work. In this half century, 3 years were served as a teacher in one-room country schools; 10 years as a teacher in high schools; 2 years as a superintendent of a city school system; 5 years as a director of vocational education in Kansas City, Mo.; and 29 years on the Federal staff under the Smith-Hughes Act. Two years were taken out for attendance at college.

During 10 of these years I taught classes in the summer schools of Chicago, Harvard, and Columbia universities. I have had many students from all parts of our country and some from India, China, and Latin America. I have organized and conducted many conferences and surveys of vocational education in many of the States, in Hawaii, and Puerto Rico, in the Canal Zone, in Mexico, and in South American countries. Through these activities it has been my privilege to meet and to know many of you and for you to know me.

For these reasons I am taking advantage of this opportunity to admonish each and every one of you to "keep the faith"; to resist with all the power you possess all efforts to lower standards that have stood the test of time; to serve with all your strength both youth and adults in every possible way in their preparation for earning and working to live—that this land of ours may always be first in industry, first in agriculture, first in business, and first in the home life of its citizens.

I am indebted to Charles F. Kettering for the story of the college dean who taught medicine in one of our large universities. Like your speaker, this college dean had served many years in his profession. Each year in his lecture just before commencement time, he would close by saying:

"Young men we are together in our official capacity for the last time. We have had a very pleasant year. You have been a good class. You have cooperated with me in every way and I have enjoyed working with you.

"During the years we have been together I have taught you many things out of my long years of experience in medicine and from the best books and practices available. The books we have used have been the most authentic and widely used that could be obtained. But before we part company I feel I should caution you that the science of medicine is developing so rapidly that in a few years from now perhaps half of the things I have taught you won't be so. Unfortunately, I don't know which half that will be."

The science of medicine is no different in its rapidly changing aspects from the science of vocational education. During my half century in public-school work I have seen many changes in the national economy. I have seen the automobile and telephone emerge from the luxury stage to a common necessity in the daily life of our people and as sources of employment to 8 million men and women. I have seen the X-ray, motion picture, radio, harvester-combine, aeroplane, television, electronics, and now the new atomic discoveries come into being with their revolutionary effects on the jobs at which people work for a living.

Must Be Prepared to Make Changes

We are living in a changing world. We must be prepared to make all necessary changes in vocational education to keep in step with these changing conditions. Like the dean of the medical school, I do not now know what the future changes will be. I can only say to you in the language of the dean, "We are probably meeting together in our official capacity for the last time. We have had a very pleasant association over the years. You have been very cooperative with me and I have enjoyed working with you. * * *"

President's Highway Safety Conference

A Highway Safety Conference has been called by President Truman. Its purpose is to develop an action program designed to halt the serious increase in traffic accidents since gasoline rationing was terminated. The sessions will be held in Washington May 8–10, and Philip B. Fleming, Major General, U. S. A., has been named general chairman.

Those invited to participate in the conference include State, municipal, and other officials with legal responsibilities in matters of highway traffic, together with representatives of local and national organizations actively engaged in highway safety work.

George D. Stoddard, New York State Commissioner of Education, is serving as chairman of the conference Committee on Education with Robert Eaves, of the National Education Association, as secretary. Bess Goodykoontz, Assistant U. S. Commissioner of Education and Director of Elementary Education, has been appointed a member of the Education Committee.

The Committee on Education expects to prepare a report in which there will be outlined the objectives for traffic safety in each of the four fields—elementary education, secondary education, teacher education, and higher education.

Building Facilities for Physically Impaired Children in Public-School Systems

A WORKSHOP on school plant facilities was conducted at George Peabody College, Nashville, Tenn., in the summer of 1945 by Dr. Ray Hamon, Chief of School Housing, U. S. Office of Education. One of the problems studied at the workshop concerned building facilities for physically handicapped children. The following report by Mrs. Billie Keefe, Executive Secretary, Tennessee Society for Crippled Children, who was a member of the workshop, sets forth some of the basic essentials in building arrangements and equipment for physically handicapped children.

In this article we are considering only the physical facilities and equipment needed in providing an education for the physically impaired, or, as more commonly known, the physically handicapped children of school age in day-school systems. In making such provisions we have four courses to follow: (1) Provide a special school for physically impaired children of one type or of various types; (2) provide special classes in regular schools; (3) adapt the regular classroom program to meet the needs of the physically impaired; (4) provide teachers for the homebound or hospitalized.

These measures are not offered as alternatives; all four courses should be used in varying situations. A special school or a special unit within a school would ordinarily be needed in a large city. Special classes are more often appropriate in smaller cities and towns. Adaptation of regular classes is needed in rural areas and in some small urban school districts. Home or hospital teaching is required for children who because of a physical disability find it impossible to leave their homes or are confined to a hospital or convalescent home.

The Special School or Special Unit

First, let us think of the special school which serves one or more types of physically handicapped children—the orthopedically crippled, those with defective hearing, the visually handicapped, children of lowered vitality, those suffering from cardiac difficulty, and those suffering from convulsive seizures. The objective of the special school is to prepare all these children for as nearly normal living as possible. Therefore, as rapidly as the children are ready for transfer from the special school, they are sent for a part or all of their work to a regular school to participate in the activities of physically normal children in accordance with their abilities.

A number of special schools exist throughout the country. Some are for crippled children only. Some are units for the deaf or for the delicate, either organized in separate buildings or in connection with a regular school building. Some special schools accommodate several or all groups of handicapped children. Even these may be housed in a wing or other unit of a regular school building, or they may be in separate buildings. Whatever housing arrangements are made in relation to other elementary and high-school buildings, the physical facilities and equipment provided should be the same for a given type of handicap.

For example, any crippled children enrolled in school should be able to enter the building from the street, and those who are orthopedically or organically so seriously handicapped that they cannot or ought not to climb stairs should be able to walk through the entire building without going up or down steps. All upper floors, if such exist, should be accessible by ramps or elevators. Ample exits should be provided in case of emergency.

Floors should all be unwaxed to prevent slipping. Asphalt tile is usually preferred, except for classrooms used by deaf or hard-of-hearing children. Acoustically treated ceilings are important throughout the building, as in any school.

The auditorium and playground are as necessary in a special school as in any regular school. The lunchroom should have tables made in such a way as to allow wheel chairs to be brought up to them with comfort to their occupants. All the departmental activities, like industrial arts and homemaking, which are suitable for normal children are adaptable also to the physically impaired and should therefore be included in drafting the plans of a special school.

In every special school there should be a room for rest and relaxation, with folding cots, pads, and blankets. A regular period of rest is desirable for every crippled or delicate child of elementary age, and even in the high school for cardiopathic and cerebral palsied children.

Orthopedic Units

Orthopedic classrooms should be planned to provide for not more than 25 children. Movable and adjustable desks are required, and often special leg rests are needed for the child who must wear braces. A washbasin and a drinking fountain in each classroom are desirable in order to eliminate unnecessary walking for those who have special difficulty. Wheel chairs should be available for those who cannot walk.

Handrails should line every wall throughout a building used for crippled children, in order to encourage them to walk without using their crutches. Also the playground should be provided with handrails.

Children with cerebral palsy in a city school system are sometimes grouped in a class of their own because of the additional relaxation they require and the necessity of adjusting class work to their particular condition. They may need seats, desks, and tables specially made for the individual child. At luncheon, in assembly, or at play, opportunity should be theirs to mingle with other children in a socializing atmosphere.

In order to facilitate medical treatment for those who need it, it is advocated by some that a special school for crippled children is best built near a hospital center in which medical treatment can be administered. Sometimes physical therapy also is given in the nearby hospital center. If not, the school building itself should by all

means have a physical therapy department, with several connecting massage rooms. Full-length mirrors are a requirement here and are desirable also at the end of all halls in the building to encourage correct posture. Essential equipment in the physical therapy department includes: Massage tables, treatment tank, treatment tables, bakers, stationary bicycle, rowing machine, walking rail, cots, stall bars, gymnasium mats, walking ladders, walking steps. Additional equipment found necessary for individual cases can usually be constructed as needed.

An occupational therapy room is another important feature of a special school which serves crippled children. It should be large and should have equipment for children of all ages, including large toys, looms for weaving, hand-made games, bicycle saws, and all types of industrial arts equipment.

Unit for Visually Handicapped

Blind children, except in the largest cities, are ordinarily educated in a State or private residential school for the blind. A few large cities conduct day classes for the blind, and provide for them all the equipment that the use of touch instead of sight necessitates. This includes Braille books, Braille slates, Braille typewriters, peg boards, radios, dictaphones, talking book with records, embossed maps, models, and other devices of particular use with the blind.

Sight-saving classes, for children who have partial sight, are definitely a part of the day school's responsibility. The sight-saving classroom needs to be as large as an ordinary classroom but the number of children in the class will be much smaller. In most instances partially seeing pupils are in the special classroom only for study, preparation of written assignments, and individual work with the teacher. They join normally seeing children in general classroom activities at their respective grade levels.

The location of the sight-saving classroom in the building depends upon climatic conditions. A clear open space outside the room is advisable, but glare from snow or sand should be prevented. The important item is to secure optimum lighting, with the reduction of glare and shadows to a minimum. Unilateral lighting is considered most desirable, and a minimum of 30 footcandles has been recommended. The window area should be at least 20 percent of the floor area (25 percent is desirable) and should reach as near to the ceiling as possible. Each window should have two translucent, buff-colored shades in a soft finish. The shades should be wide enough to prevent streaks of light from entering at the sides.

Ivory or light cream ceilings are best, with buff-colored walls in temperate zones. In a subtropical area green, gray, or blue may be preferred. Much wall surface for writing is required in order to reduce to a minimum close eye work. Dark green writing boards are ordinarily used, and, when not in use, should be covered with shades similar to the window shades. The dark board when exposed lessens the available light in the room. Some prefer to have the board tilted in order to prevent glare when writing on it. All walls should have a dull finish to prevent glare.

Adjustable and movable desks must be used so that pupils may move them about the room in order to secure the proper light. Desk tops should be equipped with adjustable rods so that books and papers may be held in place on the sloping surface. It should be possible to push the desk top backward or forward mechanically, in order that the distance of the material from the eyes may be adjusted to individual differences.

All furniture should be in a dull finish and all equipment have rounded corners. Cabinets built in the wall prevent the child with extremely poor vision from bumping into them. Some of the other special equipment needed in sight-saving classes is as follows: Work tables and chairs for hand work; easels for brush work; typewriters with large type; books in 24-point type on a flat-finished cream-colored paper; maps with heavy outline and no fine detail; globes with black or brown land masses and blue water, detail to be supplied by using chalk; slightly rough unglazed paper; pencils with fairly soft, thick, heavy lead; pens making broad lines and used with India ink.

The use of the dictaphone by teacher and pupils will save eyestrain. Talking books are likewise excellent. The radio has been most helpful when special programs are planned and lesson guides prepared in advance for teacher and pupils. The entire day's program in a sight-saving class must be designed to train the ear and conserve eyesight. Rest periods for the eyes should be frequent throughout the day.

Units for Deaf and Hard of Hearing

Like totally blind children, the profoundly deaf have educational facilities provided for them in residential schools supported by the State. Many local city school systems likewise have classes for the deaf, or even, in the largest cities, a whole group of classes organized as a school. The hard of hearing—those with a definite hearing loss, but still having a significant amount of usable hearing—are the responsibility of day-school systems. Hearing conservation, lip reading, and speech training are all involved in the instructional program planned for them, and contacts with normally hearing children in as many general classroom activities as possible are encouraged.

Like classes for the blind and for the partially seeing, those for the deaf and seriously hard of hearing should be small. The floors of the classroom should be of hardwood, air-spaced below to permit awareness of vibrations which are so important in developing facility of communication among children who have seriously defective hearing. Special hearing devices and equipment for transmitting sound are needed, in order to utilize every bit of residual hearing a given child has. Specially wired through floor conduits, there is telephonic communication at each child's desk for the mechanical amplifying instrument used by the teacher. With the aid of microphones, head sets, and individual volume controls, a pupil can often detect and interpret sounds to which he is otherwise utterly oblivious.

Audiometers for testing hearing should be available. Mechanical instruments have been developed, too, on which the pupil can "see" the loudness and pitch of his voice as indicated by the machine. Such an indicator helps him to correct imperfections of voice and thus to improve his speech. A piano is a very necessary piece of equipment, to be used to develop an appreciation of rhythm and pitch through fingering the vibrating strings.

A phonograph is also valuable, particularly if used in connection with amplifying devices.

Since deaf and seriously hard-of-hearing children must depend upon their sight more than upon their hearing, much blackboard space is necessary. So, also, a moving-picture projector and screen are important, by which films showing speech mechanism can be shown, as well as many other films depicting educational subjects. Every device possible must be employed to help the child to develop or to conserve as nearly normal speech as possible, since he is deprived of the opportunity of hearing speech accurately and so of imitating that which he hears. Speech mirrors to help him to see and to correct his own speech formation are essential in this connection.

For Speech Handicapped

The speech defective child can ordinarily attend regular classes quite satisfactorily, bnt needs remedial help given periodically either individually or in a small special group. Speech mirrors are important here, too, but other special equipment of a material sort is not necessary.

To the speech center will come many of the children who are in other special classes. The cerebral palsied child will be a most frequent pupil. Of course, each speech handicapped child should be examined for a physical or functional reason for his speech defect, and medical treatment given where indicated.

For Other Handicapped Children

There remain to be considered children with lowered vitality, cardiopathic children, and children subject to convulsive seizures. The first two of these groups need no special equipment except rest rooms and cots. They should have short periods of class work and long periods of rest, with medical supervision. The third group is all too often excluded from school even though the seizures may be mild and of short duration. A few school systems have organized special classes for them as separate units within a larger school plant. They require only careful supervision, care lest they hurt themselves in a fall, the services of a nurse when necessary, and of course medical treatment.

Special Classes in the Regular School

When a special class for any group of handicapped children is established in a regular school, the same equipment should be provided as in a special school. Ideally, *every* school should be equipped with ramps or an elevator, if it is not a one-story building, accessible from the ground. Too many children are not receiving the education they should have because they cannot climb steps. *Every* school should be provided with several cots for children needing a rest period during the day.

The orthopedic class, the class for visually handicapped, and any other special class should be made an integral part of the total school program, and the handicapped children enrolled in them should be accepted in the general programs with other children at assembly, in the lunchroom, and elsewhere. Often selected pupils from a special class within a regular school may meet with so-called "normal" children for part of the day's work, chosen carefully within the child's ability to participate with others.

Above all, the number of children in special classes should be kept small, and with some groups, such as the cerebral palsied, it is necessary to place two rooms at their disposal, one for general classroom activities, the other for handcrafts. Visiting occupational therapists and physical therapists are needed for the orthodpedic groups. A visiting speech correctionist should frequently meet with children who need this type of service. Though a special class is small, it should have all the specialized attention it needs.

Adapting the Regular Classroom

It is frequently a difficult problem to adapt the regular class to meet the needs of physically impaired children. This is true especially when there is a lack of understanding on the part of the teacher. Many times we hear of cases of the "bad boy" or the boy who pays no attention to the teacher and is punished, only to find out later that he has defective vision or is hard of hearing. Good lighting is essential in all schools, but the partially sighted child must be given the advantage of the best light. His desk should be placed near the window at the proper angle, and, if he is left-handed, adaptation should be made to meet this condition. His work should be so planned by the teacher as to require as little use of eyes as possible. A reader may be employed to read his lessons to him after class. Special books and equipment should be secnred for even one such child in a classroom.

The hard-of-hearing child should be seated near the teacher, and his desk should be at such an angle that his better ear can be nsed. It may be necessary to supply him with a hearing aid. The teacher should be able to recognize such a condition and make certain simple tests to establish her suspicions. A doctor should examine the child to determine whether medical treatment is needed.

The crippled child may need a special desk. The cerebral palsied child and the cardiac case, and sometimes other handicapped children, will need cots on which to rest. Special transportation is needed for many of the crippled children, either by rerouting the school bus so that it will go by the crippled child's home, or by arranging to have a teacher pick up the child in her car. Again it is emphasized that children unable to climb stairs should be able to enter the schoolhouse from the ground, and that a ramp to facilitate access to the bnilding is valuable equipment for every school.

The best guarantee of service for the physically impaired child in the regular classroom is an understanding teacher. It is increasingly being recognized that *every* class of children is likely to include one or more who are physically impaired in one way or another, and that therefore every prospective teacher should be given in the course of her training some familiarity with handicapping conditions and with desirable methods of dealing with children who suffer therefrom. Too many times a child is retarded in his school progress only because someone has failed to recognize a physical impairment under which he is laboring.

Home-Bound and Hospitalized

Children who are confined to their homes or in a hospital because of a physical impairment should be visited by teachers and given appropriate instruction. The number of such teaching periods given a particular child varies in different situations, but at least two—

preferably three or more—hourly periods per week are considered desirable. In a few communities a two-way teaching device takes the form of telephonic intercommunication between the child's home and the classroom at school. Thus the child is enabled to hear from his bed what the teacher says and can also take part in the classroom program.

The special equipment needed for a home-bound or hospitalized child is that which his physical impairment demands: Perhaps a wheel chair, a reading desk, a bed table, or other items. The educational materials supplied should be rich and varied, supplementing textbooks to maintain the child's interest and to challenge his imagination. He, too, belongs to the great family of children whose special problems demand special attention.

Sources of Information

Those who are interested in securing further material concerning building and equipment for physically impaired children will find the following national organizations helpful:

National Society for the Prevention of Blindness (for the partially seeing), 1790 Broadway, New York, N. Y.

American Foundation for the Blind, 15 West Sixteenth Street, New York, N. Y.

National Society for Crippled Children, 11 S. La Salle Street, Chicago, Ill.

The Volta Bureau (for the deaf), 1537 Thirty-fifth Street NW., Washington, D. C.

American Society for the Hard of Hearing, 1537 Thirty-fifth Street NW., Washington, D. C.

On the State level, there is in each of some 27 States a division or bureau of special education in the State education department which stands ready to serve local communities with the problems of exceptional children. In practically every State, too, there is a State society for crippled children, operating on a voluntary basis, which not only helps in the medical care and treatment of physically impaired children, but also assists with educational and welfare services for them. Service clubs, such as Rotarians, Lions clubs, Kiwanis clubs, parent-teacher associations, frequently support local projects for the education of the handicapped. With the many agencies that stand ready to serve, every local school administrator has a wealth of resources at his disposal that should insure improved services for all physically impaired children. It is certainly much more economical to spend money today in helping the handicapped child to help himself than it is to spend many times as much money tomorrow in supporting handicapped adults at public expense.

Some Reading References

During the war very little school building was possible, but greatly increased building activity may be expected in the postwar period. In the years just previous to the war, a number of building projects for handicapped children were completed. Some of these are described in the articles listed below and may prove suggestive to administrators now contemplating building programs:[1]

Anderson, A. Helen. "Denver Builds for Its Crippled Children." *American School Board Journal*, 102: 36–40, April 1941.

Bauer, Alexander H. "The Gaenslen School for the Physically Handicapped" (Milwaukee, Wis.) *American School Board Journal*, 101: 41–44, July 1940.

Berg, Selmer H., and Gardner, W. R. "Therapeutic Pool Heals and Thrills Crippled Children" (Rockford, Ill.) *American School Board Journal*, 99: 23, 74, December 1939.

Evans, William A. "The James E. Roberts School" (Indianapolis, Ind.) *American School Board Journal*, 94: 51–55, January 1937.

Frazier, Corinne Reid. "Special Schools for Physically Handicapped Children." *Nation's Schools*, 26: 18–20, *August 1940.*

Friswold, I. O. "Public School Facilities for Crippled Children" (Minneapolis, Minn.) *Minneapolis Journal of Education*, 18: 124–7, December 1937.

Jersey City. "The A. Harry Moore School" (Jersey City, N. J.) *The Board of Education*, 1943. 32 pp.

Koepfgen, Beatrice E. "Serving and Saving Handicapped Children: The Harold Upjohn School, Kalamazoo, Mich." *American School Board Journal*, 101: 45–48, July 1940.

Meador, Mildred. "A Public School for the Crippled Child" (Cincinnati, Ohio) *Public Health Nursing*, 30: 474–7, August 1938.

Mendenhall, Georgianna C. "One Modern Elementary School Now Houses Philadelphia's Crippled Children." *School Management*, 11: 189, 191, 197, March 1942.

Miller, Nadine. "Kansas City Cares for Its Crippled Children." *American School Board Journal*, 103: 38–9, October 1941.

Rist, Strothoff, O'Brien, and Schrospfer. "School for the Physically Handicapped—Sunshine School, San Francisco." *Architect and Engineer*, 135: 37–9, November 1938.

Ruck, W. F., and Witkin, Zara. "Los Angeles Builds a School for the Crippled." *Architectural Record*, 82: 30–1, November 1937.

Street, Adelyn D. "Lighting the Sight-saving Classroom" (Evanston, Ill.) *American School Board Journal*, 98: 50–1, March 1939.

Van Dusen, Clarence R. "Public School Speech Clinic Rooms, Equipment, and Supplies." *Journal of Exceptional Children*, 6: 226–8, March 1940.

Weglein, David E. "Schools for Physically Handicapped" (Baltimore, Md.) *School Executives Magazine*, 54: 274–75, May 1935.

Wiley, G. M. "LaCrosse Rebuilds Its School Plant." *American School Board Journal*, 101: 33–41, November 1940.

[1] Articles listed are limited to those appearing not earlier than 1935.

National Committee on Film Forums Organized

For the purpose of determining educational standards applicable to the use of films for adult discussion groups, the National Committee on Film Forums has been organized recently by representatives of the American Association for Adult Education, the American Library Association, and The National Council of Young Men's Christian Associations, at a recent meeting held in New York City. The organization was formerly the Joint Committee on Film Forums.

State-Wide Visiting Teacher Services

THE following account of State-wide visiting teacher services in Virginia and Georgia was prepared by Katherine M. Cook, Consultant in Educational Services, Office of Education, as an added indication of continuing progress in the extension and improvement of this important phase of school programs. The objective of assuring for every child full participation in opportunities schools make available can be widely attained when such services are embodied in State-wide education programs, and thereby provided or made possible on a State-wide scale.

Provisions of the Virginia Plan

One of the interesting developments of the State education program in Virginia during the past school year concerns visiting teacher activities of the department itself, of division superintendents, and of the 57 teachers serving in this capacity in 55 divisions, of which 19 are urban and 38 chiefly nonurban in character. The whole plan, extending the services well over the State into its thickly populated as well as its more remote school divisions, is under the general direction of and subsidized by the State through its education department.

The following information regarding the Virginia plan is compiled from circulars and correspondence from the State Department of Education, R. F. Williams, State Supervisor in charge.

The plan contemplates that the visiting teacher services become an integral part of the local school program under the immediate supervision of the superintendents in the systems in which they work. Each division employing visiting teachers is reimbursed to the extent of two-thirds of the annual salary of the visiting teachers employed up to $2,500 when qualifications are fully approved, and up to $2,100 when qualifications are temporarily approved. Approval is a function of the State Board of Education, and together with the salary allotment, is available only for full-time service—in most instances in Virginia, 10 months. In addition to the salary, an "allowance proportionate to the amount of travel required shall be made" from local school funds.

The Virginia plan for the establishment of visiting teacher services as a State policy and under State supervision is the result of a resolution adopted by the State Board of Education in January 1944, designed "to encourage all local school divisions" to employ such officials. Prior to this action, according to a circular of the department dated July 26, 1945, a number of school divisions, as local school units are known in Virginia, had employed attendance officers or visiting teachers, the terms being used more or less interchangeably. The chief function of such individuals was that of "investigating cases of unlawful absence." Early in 1944, an investigating and survey committee appointed to study education in Virginia, known as the Denny Commission, in reporting its findings, recommended, among other educational changes, the employment of visiting teachers whose functions were to be far more comprehensive than those previously assigned. In conformity with this recommendation the Governor of the State, in his annual message to the General Assembly, suggested that part of the $175,000 appropriated for the employment of additional supervisors be made available also for employing visiting teachers whose activities and functions should be of the type suggested by the Commission.

By July 1945, 66 of the 98 school divisions had made application to the State for reimbursement for visiting teacher salaries, 45 of which had already appointed such officials. By October 1945, 75 divisions had made application.

Comparison With Other Practices

Virginia is the third State which during the past 2 years has adopted and put into practice a policy of providing for or encouraging through State subsidies the employment of visiting teachers by local school systems on a State-wide scale. In each, definite adaptations to State and local administration and organizational objectives were made to insure permanence and efficiency and to conform with school administrative policies and provisions, including financial.

In Michigan, where the township and district systems prevail outside of cities, the State subsidizes the salaries of visiting teachers employed by local school systems up to a maximum of $1,500. In Louisiana the law requires each parish school system to employ at least one visiting teacher, to be appointed and paid as other parish school officials are. The State contributes $2,400. In Virginia, visiting teachers are appointed and their salaries provided for under the plan used for supplying instructional supervisors in the several school divisions.

In each of the three States mentioned supervision is furnished by the respective State departments of education and some form of in-service training is provided for or required under State direction or through State department regulations. In each, too, teaching experience is a requisite as is professional preparation, varying in amount, of course, among the States, in both fields in which the visiting teacher works, namely, education and social work.

The functions assumed by the visiting teachers in the three States are alike in principle and in fundamentals but differ somewhat in detail, differences generally speaking being based on provisions previously instituted or available from some established agency for certain phases of treatment essential to complete service. For example, duties concerned with school attendance may depend upon laws, regulations, or provisions through which attendance officials, by varying titles, are or are not employed either by local school systems or by the State system as such. Similarly, services available from publicly or privately supported social agencies or child welfare clinics, among others, may determine to some extent the specific duties of visiting teachers in certain States or in certain local school systems. The fundamental function as stated in the program set up for Virginia, namely, "to help remove obstacles which prevent a child from satisfactorily adjusting to school life"—to which might be added getting the most value possible, consistent with his abilities, from school experiences—is common to statements of objectives of visiting teacher services in practically all school systems, State and local.

Interestingly and more specifically the Virginia State Department of Education through its circulars on visiting teacher services, suggests as follows activities covering all school levels, in which the visiting teacher engages in fulfilling her responsibility "to work sympathetically with children who fail to make good use of the opportunities the school offers":

Helps locate factors interfering with the child out of school.

Helps the school treat the child as an individual.

Counsels with the child's family, teachers, neighbors, and community groups.

Helps the child to take responsibility for himself.

Helps parents share the responsibility of the school.

Makes contacts with appropriate community agencies to secure help in solving problems of children and families.

Helps the teachers recognize symptoms which are significant and indicate the possibility or probability for delinquency.

In carrying out these activities the visiting teacher works chiefly with the following types of children: (1) Those who are failing in their work; (2) those who manifest aggressive antisocial behavior; (3) those with withdrawn, recessive behavior characteristics; (4) those who exhibit bizarre or socially undesirable behavior; (5) truants; (6) children who evidence a lack of physical vigor due to illness or neglect; (7) those who drop out of school; (8) those who are delinquent.

Qualifications, both general and specific, are established by the State Department of Education. Among general qualifications of visiting teachers are good health; personal qualities which demand respect and are conducive to the exercise of leadership; and appropriate professional study in education and social work. All qualifications must be approved by the State superintendent of public instruction through the Division of Instruction of the State Department of Education.

Special qualifications for the fully approved visiting teacher are: (1) the highest form of Virginia teaching certificate; (2) two semesters of appropriate training in social work or one year of successful experience; (3) at least 3 years of successful teaching experience or 2 years in teaching and 1 year in social work. For temporary approval as visiting teacher the candidate must meet requirements (1) and (2) above and must secure at least two semesters of appropriate training in social work from a recognized institution within 4 years after first employment as a visiting teacher.[1] In this connection suggested, but not prescribed, as appropriate courses to be included in the two semesters of social work are:

Case Work—which would be a study of the methods and principles of working with people, in understanding their problems, counseling them, and making community resources available to them.

Case Work Field Work—which would give practice work in an accredited social agency under careful supervision.

Psychiatric Principles—which would consider the principles of mental hygiene and the motivation of human behavior.

Child Welfare in Virginia—which would give an over-all picture of the Virginia child welfare situation.

Group Work—which would be the study of working with people in informal groups, such as family conferences, committees, and play groups.

Medical Information—which would consider the field of medicine as related to social adaptations, especially with relation to children's diseases and the more usual forms of adult illnesses.

Steps in Handling Children

Referrals of children to visiting teachers are made by principals and cleared through the superintendent's office. The usual steps in handling referred children occur in the following order: The interview with the principal, teachers, and pupil; the home visit; the diagnosis; conferences; treatment, and the follow-up. In his efforts to coordinate all community resources the visiting teacher works with the following agencies: Governmental, religious, welfare, health, recreational, and civic.

[1] Persons now employed as visiting teachers who have had at least 3 years of successful teaching experience and are unable to meet the requirements of one of the classifications described will be given consideration for continuation of their employment in that capacity upon recommendation of the local school board and division superintendent. Each such case will be decided individually and on its merits.

Visiting teachers are directly responsible to the local school board and to the local school superintendent.

Other provisions of the Virginia plan include the employment of a professor of social work from the Richmond Professional Institute, on a part-time basis for 1 year, to assist the State department with the in-service training of visiting teachers. Another phase of the in-service training program is the provision of a 3-day conference preceding the opening of the school year. The program of the 1945 conference included presentations, followed by questions and discussion, of the visiting teacher's responsibility to the school program and the child; of the relationships between county welfare departments and the county schools; of the visiting teachers' relations to the State program for delinquents; of child labor laws; and of the State Department of Education and other State and local agencies.

Georgia Provides a New Education Service

Georgia took a long step toward making effective its educational system when its 1945 legislative assembly provided a new and modern attendance and visiting teacher law. According to Claude Purcell of the State Department of Education, 50,000 more children enrolled in the public schools of that State this school year, 1945–46, than before as a result of the new school attendance law and the employment of visiting teachers which the law facilitated.

Georgia is the fourth southern State within recent years to concern itself with establishing a modern school attendance program and means of making it effective. Attendance at school is required of all children, 7 to 16 years of age, unless they have completed all high-school grades during the full session of school, the minimum length of which is 175 days.

Each county and independent school system's board of education has authority under the act to employ at least one competent and qualified full-time visiting teacher. In December 1945, there were reported by the State Department 150 persons employed on a full-time basis. A few small independent school systems are cooperating with the county systems in the attendance program

while a few county and city systems are cooperating in a program which employs two or three persons. The expense of visiting teacher service in local systems is shared by the State through reimbursement to school districts for the salary of visiting teachers on the same basis as classroom teachers.

Implementation of the Law

Following the passage of the law the State Board of Education acted to implement its provisions intelligently. Through a series of resolutions and provisions the Board defined the purposes of the law and outlined a program designed to make them effective. Concerning the purposes of the act, the resolution reads:

> Whereas the terms of this act recognize that the purposes of the public schools are not fulfilled, and the efforts of the teachers are impaired and the public school funds are uneconomically utilized if children fail to use the opportunity for learning which is provided in school; that laws of compulsion alone are not sufficient to keep children in school and that a more specialized and professional service is needed than has been possible for "attendance" or "truant officers" of the past; and that an effective compulsory school attendance service must be concerned with removal of the causes of nonattendance and with promotion of conditions favorable to the child's normal development and regular attendance,
>
> Therefore be it *resolved*, That this Board make provisions for immediately encouraging the visiting teacher service in such a way that it will become State-wide in extent and effective in maintaining better school attendance.

The program outlined defines the duties of visiting teachers and establishes requirements concerning certification and professional qualifications leading thereto. The duties of visiting teachers as defined by the Board include:

To cooperate with principals and teachers of public, private, denominational, and parochial schools in visiting homes of pupils who are not enrolled in school or are irregular in attendance.

To study carefully the causes of absences on the part of individual pupils and to counsel with parents and teachers in helping to eliminate causes of nonattendance.

To participate in school and community studies relating to underlying causes of nonattendance and to cooperate in making the adjustments found necessary and desirable.

To cooperate with system superintendents in issuing work certificates.

To assist teachers and principals in the maintenance of a continuous census of children of compulsory school age.

All individuals employed as visiting teachers or acting visiting teachers, according to resolutions of the Board, must hold valid certificates. Requirements are: (*a*) For a professional teaching certificate, 4 years of college work including special preparation for the work of the visiting teacher as specified by the State Department of Education; (*b*) for a provisional teacher's certificate, at least 2 years of college. Provisional certificates entitle the holder to serve only as acting visiting teacher. The State Department of Education is aothorized to prescribe professional courses to serve as a basis for certifying qualified persons as visiting teachers. The Board by resolution directs the Department to study the needs of the service and through cooperative planning with the colleges and other agencies to develop suitable training opportunities and to render advice to visiting teachers and acting visiting teachers in the performance of their duties.

U. S. Office of Education Publications Related to Visiting Teacher Services

BULLETINS:

1945, No. 6. The Place of Visiting Teacher Services in the School Program. 10 cents.
1945, No. 1. School Census, Compulsory Education, Child Labor: State Laws and Regulations. 30 cents.
1944, No. 5. Handbook of Cumulative Records. 20 cents.
*1940, No. 6. Monograph No. 5. Pupil Personnel Services as a Function of State Departments of Education. 10 cents.
1939, No. 15. Clinical Organization for Child Guidance Within the Schools. 20 cents.
1932, No. 18. Adjustment of Behavior Problems of School Children. 10 cents.

PLANNING SCHOOLS FOR TOMORROW LEAFLETS:

No. 64. The Issues Involved. 10 cents.
No. 66. Some Considerations in Educational Planning for Urban Communities. 10 cents.
*No. 71. Our Schools in the Post-War World: What Shall We Make of Them? 10 cents.
No. 72. Pupil Personnel Services for All Children. 10 cents.
No. 73. The Schools and Recreation Services. 10 cents.

SCHOOL CHILDREN AND THE WAR LEAFLETS:

No. 6. Meeting Children's Emotional Disorders at School. 5 cents.
*No. 8. Juvenile Delinquency and the Schools in Wartime. 10 cents.

EDUCATION AND NATIONAL DEFENSE PAMPHLETS:

*No. 5. The Schools and Community Organization. 15 cents.
No. 6. What Democracy Means in the Elementary School. 15 cents.
*No. 7. Living Democracy in Secondary Schools. 15 cents.
*No. 18. Guidance Problems in Wartime. 20 cents.
*No. 24. Together We Serve. 15 cents.

EDUCATION FOR VICTORY ARTICLES (Single issues, 5 cents):

*Helping Children Use What the School Offers. April 20, 1944.
School Social Work as a Part of the School Program.
The Function of the School Social Worker in the Pittsburgh Public Schools.
*The Visiting Teacher in the Small Community. June 20, 1944.
The School's Social Responsibility to Children. July 20, 1944.
*Coordination of School and Social Agency Resources. September 4, 1944.
*Some Recent Developments in School Social Work. January 3, 1945.
*Visiting Teacher Services in the Administrative Organization of City School Systems. May 21, 1945.
Helping Children Use What the School Offers. Reprint which includes articles in first 4 issues named above. 5 cents.

SCHOOL LIFE ARTICLES:

*National Leaders Conference on Visiting Teacher Problems. October 1945.
*The School Social Worker. November 1945.

SCHOOL LIFE, official journal of the U. S. Office of Education. Issued monthly, except August and September. $1 per year. Single issues, 10 cents. From time to time carries articles and news items concerning visiting teacher activities.

*Bibliography: Selected References Pertaining to the work of the Visiting Teacher or School Social Worker.

NOTE.—*Order above publications from the Superintendent of Documents, Washington 25, D. C. A limited supply of free copies of publications marked with asterisk is available upon individual request to the Office of Education.*

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Springfield Plan

The Story of the Springfield Plan. By Clarence I. Chatto *and* Alice L. Halligan. New York, N. Y., Barnes and Noble, Inc., 1945. 201 p. illus. $2.75.

Describes one community's war against prejudice; tells how the Springfield public schools have carried on an organized program to teach its citizens to live together and accept each other's differences and cultural backgrounds. Discusses methods of enriching and improving a program for citizenship education and includes a chapter, "A Few Working Tools," which will be helpful to other communities initiating a similar program.

Research Study

Women in the Professions, A Wartime Survey. A Study Made Cooperatively by the Research Division of the National Education Association and the Committee on Studies and Awards of Pi Lambda Theta. Berkeley and Los Angeles, University of California Press, 1945. 142 p. $1.50.

Gives a general picture of the personal and professional status of a selected body of professional women during a war period, with a summary of their war services. Based on replies from questionnaires sent to 5,871 active members and 3,600 inactive members of Pi Lambda Theta.

Reading

Claremont College Reading Conference. 10th Yearbook, 1945. Claremont, Calif., Claremont College Library, 1945. 159 p. $2.50. (Address: Claremont College Library, Harper Hall, Claremont, Calif.)

"Personal Factors Affecting Reading and Learning" was the theme of the conference, sponsored by Claremont College and Alpha Iota Chapter of Pi Lambda Theta. The *Yearbook* presents a broad concept of reading as the basis of the curriculum; identifies the major areas into which the personal factors may be cast as physiological, social, aural and visual, and bilingual. The concluding section deals with instructional material affecting reading.

Radio in Education

Radio and the School. A Guidebook for Teachers and Administrators, Edited by Norman Woelfel *and* I. Keith Tyler. Prepared by the Staff of the Evaluation of School Broadcasts Project. Yonkers on Hudson, N. Y., World Book Co., 1945. 358 p. (Radio in Education Series.) $2.12.

Presents a comprehensive discussion of the use of radio as an educational tool. Reports that radio, grown to maturity in the social and economic world, has not received full recognition in educational circles. The evaluation of school broadcasts project was a research and service project, engaged in analyzing the educational values of radio in schools and classrooms and in studying the social and psychological effects of radio listening upon children and young people. The project, supported by grants from the general education board, was located in the Bureau of Educational Research of The Ohio State University.

Rural Schools

Rural Schools for Tomorrow. Sponsored by the Commission on Rural Education and the War. Edited by Julian E. Butterworth. Yearbook, 1945, of the Department of Rural Education. Washington, D. C., Department of Rural Education, National Education Association of the United States, 1945, 152 p. 50 cents, single copy.

Focuses attention on the postwar problems of rural schools with the idea that local, State, and national leaders should plan now for the strengthening of the entire rural school structure and program. Suggested for use by discussion groups as a basis for considering the fundamental social and economic problems of rural people, the implications for the program of rural schools, and the practical steps necessary for the improvement of rural education.

Fair Is the Morning. By Loula Grace Erdman. New York, Longmans, Green and Co., Inc., 1945. 186 p. $2.

This book might be considered as illustrative material for methods in improving the one-room rural school in a poor community. Shows how a young teacher introduced a functional curriculum, teaching health, nutrition, arts and crafts, started a hot lunch program, and aroused the interest of the community in solving their educational and recreational problems.

World Citizenship

A New Cardinal Objective of American Education. By Harry P. Smith. Syracuse, N. Y., Syracuse University, 1945. 28 p. (The J. Richard Street Lecture for 1945.) 50 cents.

States that a world-wide organization based on mutual understanding and cooperation involves a concept of world citizenship, and that the task of training for efficient world citizenship belongs to education. Emphasizes the need of ethical training as an essential part of the educational program.

Ph. D. Programs

Toward Improving Ph. D. Programs. By Ernest V. Hollis. Prepared for the Commission on Teacher Education. Washington, D. C., American Council on Education, 1945. 204 p. $2.50.

Gives three types of information concerning the Ph. D. program: (1) Historical discussion of the ideas, values, objectives, and social pressures that led to the establishment of graduate schools in the United States and influenced their course; (2) statistical analysis of the preparation and occupational placement of persons on whom the degree was conferred during the 1930's; (3) opinions on problems of graduate education, secured from lay and academic employers of Ph. D. graduates, and opinions of graduates in active service. In the concluding chapter the author offers suggestions for improving graduate study.

Building Planning

Planning and Equipping the Educational Theatre. By A. S. Gillette. Cincinnati, Ohio, College Hill Station, The National Thespian Society, 1945. 31 p. 60 cents.

Discusses the problem of constructing and equipping the educational theatre, points out mistakes frequently made, and makes recommendations for better planning. The author is technical director, University Theatre, State University of Iowa.

Military Training

Peacetime Conscription. Compiled by Julia E. Johnsen. New York, The H. W. Wilson Co., 1945. 327 p. (The Reference Shelf, Vol. 18, No. 4.) $1.25.

Presents recent material on the postwar problem of universal military training from varied viewpoints; gives the arguments pro and con. Arranged and classified for the convenience of the debater under the main headings: General discussion, affirmative, and negative, with additional references under each.

Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Administration of Schools

Clinical Practices in Public School Education. By Willa C. Burch. Doctor's, 1944. University of Pennsylvania. 227 p.

Describes clinical practices in public-school education in Providence, R. I., and Washington, D. C. Concludes that Providence, R. I. presents the more perfect functioning of clinical practices in public-school education.

Development of the Concept of Liability of Public Schools for Pupil Injuries. By Arthur H. Toothman. Master's, 1945. George Washington University. 99 p. ms.

Shows that acceptance of a limited liability for damage for pupil injuries due to negligence in the administration of the public schools has been established by statute in some States.

Emerging Patterns of Public School Practice. By William S. Vincent. Doctor's, 1944. Teachers College, Columbia University. 96 p.

Studies 32 practices which tend to occur more frequently in better-supported schools than in less well-supported schools. Shows a tendency for increased educational returns to follow increased expenditures, and discusses general tendencies of the better-supported schools.

Fiscal Relations of the County and Civil Township to School Corporations in the United States, By Paul Heaton. Doctor's, 1943. University of Chicago. 48 p.

Discusses State control of education; fiscal relations of the town to the schools in New England; fiscal relations of county school officers to schools; the relation of county and township governments of fiscal officers to the schools; and the suitability of the county as a school unit.

Missouri School Law as Interpreted by the State Courts of Last Resort, By Albert L. Lindel. Doctor's, 1944. University of Missouri. 444 p. ms.

Deals with laws relating to the board of education, books for schools, school buildings, institutions of higher education, schools for Negroes, the county superintendent, State superintendent of schools, school districts, school funds, school lands, public-school pupils, religion and schools, school taxes, teachers, and the community school superintendent.

Public Understanding of What Good Schools Can Do. By Robert S. Fisk. Doctor's, 1944. Teachers College, Columbia University. 86 p.

Proposes a program for public enlightenment within the school community which should increase the demand for better schools. Indicates that if the administrator takes advantage of opportunities presented by expanding public intelligence, he should find his schools training youth to take part—with the cooperation of the community—in a better civilization.

A Study of a Class Under the Continuing Teacher Plan of Organization. By Effie B. Handy. Master's, 1945. George Washington University. 60 p. ms.

Reports a 3-year project in the intermediate grades of a Washington, D. C., elementary school. Concludes that where conditions and personnel are favorable, the continuing teacher plan of organization offers opportunities for the maximum growth of teacher and pupils.

The Use of the Bulletin in School Supervision. By Jennie Wallace. Master's, 1945. George Washington University. 52 p. ms.

Analyzes 146 supervisory bulletins gathered from representative school systems in a number of States and the District of Columbia.

The Vocational Department in Smaller City Schools May Contribute to the Maintenance and Operation of School Buildings in the Post-War Era. By John H. Amos. Master's, 1944. Wayne University. 22 p. ms.

Discusses administrative duties of the supervisor of operation and director of maintenance of school buildings. Shows types of work that could be done in industrial arts shops by pupils under supervision of teachers.

Courses of Study

The following courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by the Library.

Baltimore, Md. Department of Education. *Course of Study—Art for Secondary Schools, Grades 7 to 12, Inclusive.* 1945. 332 p.

Illinois. Department of Public instruction. *Health and Physical Education for the Elementary Schools of the State of Illinois.* Springfield, Allied Printing Trades Council, 1944. 86 p. (Circular Series A, no. 17.)

New Mexico. Department of Education. *Suggestions for Teaching Our Inheritance of Freedom.* Santa Fe, Santa Fe Press, [1945] 29 p.

San Francisco, Calif. Board of Education. *Survey of the Elementary Curriculum in San Francisco.* San Francisco, Board of Education, 1944. 203 p.

Tennessee. State Department of Education. *Improving Education in Tennessee. Postwar High School Curricula and Secondary Teacher Education.* Nashville, State Department of Education, 1944. 51 p.

Library Service

Collection and Publication of Library Statistics

At the invitation of the U. S. Commissioner of Education, a group of library specialists participated recently in a 2-day conference to consider an over-all program for the collection and publication of library statistics by the U. S. Office of Education. Opportunity was provided for discussion of statistical needs and problems of school, college, university, public, special, State, and Federal libraries.

Participating in the conference were the following specialists in various areas of library service:

Walter Hausdorfer, Columbia University
Paul Howard, American Library Association
Alton H. Keller, Library of Congress
Lowell Martin, University of Chicago
G. Flint Purdy, Wayne University
Paul North Rice, New York Public Library
Helene H. Rogers, Illinois State Library
Ralph R. Shaw, U. S. Department of Agriculture Library
Mrs. Frances L. Spain, Winthrop College

Assisting in the discussions, also, were staff members of the Office of Education.

After a brief consideration of the general statistical program of the Office of Education, conferees focused their attention on the quantity and quality of statistics essential to efficient library administration and research. While the merits of the census type of library statistics received due recognition, the possibilities of sampling techniques were presented to the conference group as means of facilitating the collection and publication of library statistics by the Office.

Specific suggestions were received from the conferees regarding the scope and content of the library statistical

program desired for all types of libraries from the Office. These recommendations will be considered by the Office in formulating its program to make available library statistics most useful to the profession and the public.

Coopcration of School and Public Libraries

"How can the high-school library and the public library help each other in the furtherance of service to young people?" was the theme of a symposium at the past winter conference of the Massachusetts Library Association held at Harvard University.

Presented as a joint program of the Massachusetts group of the New England School Library Association and the Round Table of Children's Librarians of the M. L. A., the discussion was led by the consultant for school libraries and work with children and young people, Massachusetts Department of Education. Participants represented high-school students, junior and senior high-school librarians, principals, public librarians, and parents.

The reading needs of high-school students were discussed in relation to their school work, extracurricular activities, and normal development. The need was presented for a public library consultant to whom young people might turn for reading guidance. The public library was pointed to as an educational center for all the people and the leader in a cooperative library program with the high school, especially in book selection and purchase, development of a film collection, exhibits, orientation of young people in library use, stimulation of youthful reading interests, vocational guidance, and promotion of a friendly library atmosphere.

The cooperation of public and school librarians was stressed in the symposium as essential to the improvement of library service in any community.

School Library Clinics

The third annual group of 10 school library clinics held throughout Illinois last fall represented another example of effective State and local cooperation between school administrators, supervisors, and librarians.

Over-all planning for the various programs was undertaken by representatives of the Illinois Library Association, Illinois Association of High School Librarians, Illinois State Library, and Office of Public Instruction. Local planning by a committee, assisted by staff members from the State Library and Office of Public Instruction, endeavored to meet the special interests and needs of school librarians in the area of clinic attendance.

The regional clinics provided Statewide coverage and resulted in groups favorable in size to free discussion. General sessions were followed by sectional meetings emphasizing the problems of urban and rural school libraries. The clinics featured exhibits, counseling service, and discussion of questions sent in advance by school administrators, supervisors, and librarians.

Advance registration for the clinics was encouraged, a small registration fee was charged, and credit was granted toward State certificates for each half-day's attendance.

Readers' Adviser's Service

Service to returned veterans and released war workers, assisting them in their quest for vocational information, has been a major function of the office of readers' adviser, New York Public Library, according to its annual report for 1945.

To meet an increased volume of occupational requests, the library has assembled current data on schools, refresher courses, trades, and professions. Lists of vocational material have been prepared for distribution by the readers' adviser's staff. Information has been kept up to date and available on the numerous social and business agencies extending guidance to returned service men and women.

The cessation of hostilities has brought to New York Public Library many readers with interests related to world affairs, especially in political science, applied psychology, business, and history. The readers' adviser reports also that many returned veterans seek further information about the countries they have seen, the campaigns in which they have participated, and events in the United States during their absence. Books have been sent abroad by the library to widely distant points to meet the needs of American soldiers, teachers, and business agents, as well as foreign schools and officials.

While some assistance has been given to groups, notably in book selection and evaluation, the report emphasizes the personal service of the readers' adviser's staff. "Each person coming to us is given personal attention," states the readers' adviser, "and care is taken never to appear rushed . . . and so long as an atmosphere of having sufficient time to understand the reader's needs and perplexities is maintained, we shall feel that we are fulfilling our primary purposes."

Library Service to Business

The responsibility of the public library to the business interests of a community is treated in *Library Service to Business, Its Place in the Small City*, written by Marian C. Manley, librarian of Newark, N. J., Business Library, and published recently by the American Library Association.

This manual suggests methods of initiating and improving library service to local business concerns and gives pointers on the selection and use of appropriate materials as well as on the location, organization, and personnel of the business library. An annotated bibliography entitled "Building a Business Library Collection," is included as a purchasing guide for the small library.

Library Service to Business may be obtained from the American Library Association, 520 North Michigan Avenue, Chicago, 11, Ill., at a list price of $1.25.

Citizens Discuss Ideal Library

"Is there such a thing as an ideal library?" is a question asked by the staff of Lincoln Library, Springfield, Ill., in a recent number of *The Lincoln Library Bulletin*.

Although librarians and library trustees have discussed for years the essentials of good public library service, the Lincoln Library has resolved to give the reader, "the person who matters most," an opportunity to express his views on the subject. The library, therefore, is publishing in its *Bulletin* a series of articles by prominent local citizens, under the general title, "What an Ideal Library Means to Me."

The Lincoln Library hopes to receive helpful suggestions and friendly criticisms from readers who may take an opportunity to express their views in succeeding issues of the *Bulletin*.

INTERNATIONAL EDUCATIONAL RELATIONS

Summer Study Programs in the Field of International Relations

compiled by Marjorie C. Johnston, Division of International Educational Relations

Following is information regarding 1946 summer study programs in the field of international relations which has been received by the U. S. Office of Education up to the time of going to press.

A. In the United States

The University of Alabama, University:

Workshop on International Affairs, June 10–July 19, under direction of Dr. A. B. Thomas, professor of history. The organization will consist of a large working group which will consider the whole field of international affairs and small groups which will devote their attention to specific interests dealing with Europe (Germany, France, Spain), Latin America, Russia, the UNO and colonial world, Near East, China, India, East Indies.

Mills College, Oakland, Calif.:

Casa Panamericana, The United States House, Chung Kuo Yüan, La Maison Française, July 6–August 17. Workshops and institutes devoted respectively to inter-American studies, Chinese language and area studies, and French. Inquiries should be addressed to the Office of the Summer Session, Mills College.

Casa Panamericana engages in the study of Latin America, including studies in Spanish and Portuguese at various levels, in Latin-American history and civilization, and in Latin-American art. A special workshop for teachers, both of languages and of social studies, is included in the program.

The United States House is a laboratory for the English Language Institute and encourages attendance of visitors from other countries who wish an opportunity to practice the English language and to discuss North American life. Opportunities are afforded for practice teaching in English as a foreign language.

Chung Kuo Yüan offers work in Mandarin and in Chinese history, civilization, philosophy, and art. Members of the group live in a single residence hall and speak Chinese at meals and in other activities so far as their facility will permit.

La Maison Française offers a similar program devoted to the language and culture of France.

Institute of International Relations, June 23–July 2. Address inquiries to Tom Hunt, executive secretary of the Institute, Mills College.

The Claremont Graduate School, Claremont, Calif.:

Program of advanced study in Chinese history, culture, and languages; Latin-American history, economics, literature, music, and art, June 24–August 3, under direction of Dr. Harold W. Bradley, dean of the Graduate School.

Inter-American Workshop and Demonstration Class in the Teaching of Spanish in the Elementary School, June 24–August 3, under direction of Margaret Husson, professor of romance languages.

Colorado College, Colorado Springs:

Rocky Mountain School of Languages, summer session, under direction of Dr. J. M. Hernández, University of Oklahoma, Norman.

University of Denver, Denver, Colo.:

Inter-American Education Workshop, June 17–July 19, under the direction of Dr. Wilhelmina Hill of the School of Education. This workshop will be concerned with five major themes: socio-economic problems of Latin America, inter-American curricular instructional techniques and materials, inter-American cultural relations, the teaching of Spanish and Portuguese language and area studies, the education of Spanish-speaking pupils.

Institute on the United States in World Affairs, Washington, D. C.:

Sponsored by the American University in cooperation with the Civic Education Service under direction of Dr. Walter E. Myer, June 24–August 2. Two basic courses devoted to current problems in international relations and domestic affairs plus seminars on teaching problems in the field of current affairs—national and international, lectures by Government officials, visits to departments of the Federal Government, the Congress, embassies, and other points of interest in the capital. Inquiries should be addressed to the Institute on the United States in World Affairs, 1723 K Street, NW., Washington, D. C.

University of Idaho, Moscow:

Curriculum Workshop with a section on inter-American affairs, June 17–July 26.

University of Chicago, Chicago, Ill.:

Workshop for elementary and secondary school teachers and college faculty members, with problems related to inter-American education, under direction of Dr. R. W. Tyler.

Kansas State Teachers College, Emporia:

Spanish Workshop for teachers of Spanish to acquaint them with new materials in the field of teaching Spanish, especially with reference to the Latin-American countries. June 3–July 31, under direction of Dr. Minnie M. Miller, Head of the Department of Modern Languages.

University of Wichita, Wichita, Kans.:

Workshop for elementary school teachers on the theme "Guiding Children Toward World Citizenship." June 4–19, under direction of Dr. Leslie B. Sipple, director of the summer session.

University of Maine, Orono:

Secondary workshop, with a section on Canadian-United States relations, July 1–19, under direction of Dr. Helen Storen. Dr. Isaac Kandel will serve as special lecturer on "Education in an International World," July 1–August 9.

University of Michigan, Ann Arbor:

The Linguistic Institute, July 2–August 24, under direction of Prof. Charles C. Fries.

Washington University, St. Louis, Mo.:

General workshop on language arts, social studies, arts and crafts, with special sections on inter-American and inter-group relations, June 17–July 12, under direction of Dr. Paul R. Grim, assistant professor of education.

Montana State University, Missoula:

Inter-American Education Workshop, under direction of W. R. Ames, professor of education. Representatives from one or more of the South American Republics and from Canada will participate.

University of New Mexico, Albuquerque:

School of Inter-American Affairs, under direction of Dr. Joaquín Ortega, a program designed to aid students who are especially interested in Latin-American geography, anthropology, and commercial Spanish. The Department of Sociology will sponsor a summer field tour in Mexico, July 15–August 10, under the direction of Lyle Saunders. "Problems of Teaching Spanish-speaking Children" is a seminar for teachers and advanced students under the direction of Prof. Loyd S. Tireman of the College of Education, June 25–August 21.

New Jersey State Teachers College, Montclair:

Workshop on China, June 24–July 4, under direction of Dr. Chih Meng, associated with International House in New York.

New Mexico Highlands University, Las Vegas:

Speech Workshop for Spanish-speaking teachers from rural schools, June 3–July 12, under direction of Dr. Quincy Guy Burris, professor of English.

Cornell University, Ithaca, N. Y.:

General workshop under sponsorship of the School of Education, to include sections on Latin America, the Far East, the British Commonwealth, and Russia, July 1–August 10.

New York University, New York, N. Y.:

Workshop on Intercultural and International Relations, July 1–August 9, under direction of Dr. C. O. Arndt, senior specialist, U. S. Office of Education.

Syracuse University, Syracuse, N. Y.:

Center of Hispanic Studies. The scope of the Center is international, since hispanists of several countries participate in its activities. Scholarly investigation in the fields of the languages, literatures, history and geography of the Spanish-speaking countries (Spain, Spanish America, and the Philippines), and of the Portuguese-speaking countries (Portugal and Brazil), and instruction of graduate students. The director is Dr. Homero Serís. For the summer a special series of lectures has been organized on Hispanic Civilization in conjunction with the Spanish program of the summer session and the "Casa Española." An Education exhibit of Spanish and Spanish-American art and folklore has been inaugurated.

Inter-American Education Workshop, July 1–August 14, under direction of William T. Melchior, of the School of Education.

School of Advanced International Studies, Peterborough, N. H.:

Summer Session, June 24–August 22. Studies in U. S. foreign relations, political changes in Europe, political and economic geography of Latin America, Russia, Near and Far East, language course in French, German, Russian, and Spanish with emphasis on the oral approach. Inquiries should be addressed to the director, Advanced International Studies, 1906 Florida Avenue, NW., Washington, D. C.

Western Reserve University, Cleveland, Ohio:

Inter-American Workshop in connection with the summer school of Spanish. Visual devices, lectures by South Americans on the culture, arts, and music of their respective nations. Two important features are a Spanish house where students will reside in a Spanish atmosphere and a demonstration school where children 5 to 18 years of age are taught Spanish to demonstrate to teachers an effective method of teaching. A similar program is offered in French. June 17–July 26, under direction of Prof. E. B. de Sauzé.

Eastern Oregon College of Education, La Grande:

Geography of South America, June 10–August 23, under direction of Prof. John M. Miller, will deal with the economic and social development of the South American countries, raw materials, and potential markets, with emphasis on relationships between these countries and the United States.

The Pennsylvania State College, State College:

Work conference on "The Organization of the Social Studies Program for Grades 1 to 12 with Respect to Inter-Cultural Relations." July 1–12, under direction of Prof. P. C. Weaver. The following courses on inter-American relations will be offered, July 1–August 10: "Social and Cultural History of Latin America," "Latin American History Since 1820," "Regional Geography of South America," "Inter-American Relations of the United States."

Fisk University, Nashville, Tenn.:

Education Workshop dealing with the culture of the various nations of mankind. June 10–July 19, under direction of Dr. George N. Redd, professor of education.

East Texas State Teachers College, Commerce:

Spanish Workshop for Elementary Grades, June 6–July 15, under direction of Adelle Clark, professor of Spanish and education. Major emphasis will be on materials and techniques for the elementary grades where Spanish is taught and where enrichment materials on Latin America are needed.

Texas College of Mines, El Paso, Tex.:

Workshop for Developing Aids for Non-English-speaking Children, June 1–July 13, under direction of Dr. Byron England, Assistant Superintendent in Charge of Instruction, El Paso Public Schools. This workshop has as its main objective the preparation of teaching materials for second- and third-year Spanish-speaking pupils in the local schools.

University of Houston, Houston, Tex.:

Education Workshop, with a section on Inter-American Relations, June 4–July 13, under direction of Dr. Arvin N. Donner.

Sam Houston State Teachers College, Huntsville, Tex.:

General Workshop, Inter-American Section, June 4–July 13, under direction of Dr. T. S. Montgomery, head of the

Department of Education. Major emphases: enriching the curriculum of English and social studies in the elementary school, in the junior high school, and in the senior high school.

Our Lady of the Lake College, San Antonio, Tex.:

Inter-American Education Program, June 5–July 17, including courses in "History of Latin America", "Industrial and Commercial Geography", "Beginning and advanced Spanish", "Latin-American Cultural Development". The last course emphasizes the importance of the social worker in the Southwest and provides through field work in agencies in San Antonio actual experience in dealing with the problems of the Mexican minority group. Inquiries should be addressed to the registrar of the Colleges.

Middlebury College, Middlebury, Vt.:

Language Schools in French, German, Italian, Russian, Spanish, June 28–August 16.

College of William and Mary, Williamsburg, Va.:

Proseminar on Latin America, Russia, China, and Japan, June 20–August 23. The proseminar runs 2 hours each day, 5 days a week, in units as follows: "Latin America," June 20–July 11; "China and Japan," July 11–August 2, "Russia", August 2–23. In addition there will be a course on "Mexico and its Civilization" conducted as an aspect of the Spanish program under direction of Máximo Iturralde, associate professor of modern languages.

Concord College, Athens, W. Va.:

Inter-American Workshop within a General Reading Workshop, stressing the unit-activity method of teaching and the wide reading necessary in many fields, June 3–July 6, under direction of Mrs. Nancy Lohn, dean of women.

University of Wisconsin, Madison, Wis.:

State Curriculum Workshop, providing a unit on intercultural and international relations, June 21– August 16, under direction of Dr. Edward Krug of the State Department of Public Instruction. An elementary school workshop planned for teachers, administrators, supervisors, counselors, and teacher educators interested in participating in the State curriculum program.

B. Outside the United States

Summer School of European Studies, Zurich, Switzerland:

Courses in language and literature, science, art, and education, July 15–August 23, under direction of Dr. Edmund E. Miller, 1123 N. Eutaw Street, Baltimore, Md.

University of Havana, Havana, Cuba:

Sixth Summer Session for Foreigners, July 8–August 17. Address inquiries to Secretario de la Escuela de Verano, Universidad de la Habana, Habana, Cuba.

Cursos de Temporada, National University of Chile:

For information address inquiries to Sr. Daniel Navea, Director de Cursos de Temporada de la Universidad de Chile, Casilla 10–D, Santiago de Chile. Winter term, 8 weeks, July, August.

Summer School for Foreign Students, University of Colombia:

July 15–August 31, under direction of Dr. Germán Arciniegas, Minister of Education. Courses in Spanish, French, English; Spanish American history, economics, sociology, literature; comparative culture, colonial art, architecture, archaeology, folklore. Tuition $22 to $45 (U. S. currency), depending upon the number of courses. Registration should be by mail prior to June 1. Address inquiries to Sección de Extensión Cultural de la Universidad Nacional, Ciudad Universitario, Apartado 2509, Bogotá, Colombia.

National University of Mexico, Summer School for Foreign Students, Mexico, D. F.:

June 25–August 15, under direction of Dr. Francisco Villagrán (Ribera de San Cosme 71).

Field School in cooperation with the Summer School for Foreign Students, Mexico, D. F.:

Sponsored by the Universities of Texas, Michigan, and California, under direction of Dr. Charles Hackett, professor of Latin American History, University of Texas, June 25–August 15.

Spanish Language Institute, Mexico, D. F.:

For experienced teachers of Spanish, June 25–August 15, under auspices of the U. S. Office of Education, Washington 25, D. C., in cooperation with the National University of Mexico.

University of New Mexico Summer Field Tour to Mexico:

Sponsored by the Department of Sociology under direction of Lyle Saunders, July 15–August 10.

Stanford University Field School, Guadalajara, Mexico:

For students of the language and culture of Mexico, under direction of Prof. Juan B. Rael, Stanford University, Calif.

Texas State College for Women Field School, Saltillo, Mexico:

Sixth annual session, July 18–August 28, under the direction of Dr. Rebecca Switzer, Texas State College for Women, Denton. As a part of the field school program, there will be an Inter-American Workshop, planned for teachers of Spanish on elementary, secondary, or college level, for teachers of English to Spanish-speaking students, and for anyone interested in the cultural and social life of Latin America. Laboratory classes in conversational Spanish with Mexican informants and a brief course in Spanish phonetics as applied to teaching are offered to workshop participants.

Sam Houston Mexican Field School, Puebla, Mexico:

In cooperation with the University of Puebla, July 13–August 23, under direction of Dr. C. R. Hackney, Sam Houston State Teachers College, Huntsville, Tex.

Texas Technological College Field School in Mexico, D. F.:

For teachers of Spanish. Address inquiries to Dr. T. Earle Hamilton, Texas Technological College, Lubbock, Tex.

University of Houston International Study Centers:

Summer Center of Guatemala, June 3–July 2. Summer Center of Mexico, July 16–August 24. Under direction of Dr. Joseph S. Werlin, University of Houston, Houston, Tex.

Syracuse University Summer in Mexico:

Designed for students of art and majors in Spanish, June 25–August 20, under direction of Louis Nesbit, School of Extension Teaching, Syracuse University, Syracuse, N. Y.

NEA Educational Tours to Mexico:

Two tours of 30 days each and one of 3 weeks. Address inquiries to Paul H. Kinsel, Division of Travel Service,

National Education Association, 1201 Sixteenth Street NW., Washington 6, D. C.

Summer Study Tours, Mexico and Central America:

For information address Dr. Nora B. Thompson, Lower Merion Senior High School, Ardmore, Pa.

Spanish Language Institute

The third Spanish Language Institute sponsored by the U. S. Office of Education and the Department of State in cooperation with the National University of Mexico and the Mexican Ministry of Public Education will be held in Mexico, D. F. from June 25 to August 15. Enrollment in the Institute is limited to 100 teachers of Spanish within the age group of 22 to 40 years. Preference will be given to persons who have at least 24 semester hours of college credit in Spanish and who have taught Spanish from 2 to 10 years. A few prospective teachers of Spanish who show exceptional proficiency in the language may also be accepted.

Members of the Institute may enroll in the following four courses or may have a choice of three. Auditing is not permitted.

I. Oral-Aural Practice: Mexican Music and Literature

Popular Mexican folksongs suitable for use in class and extracurricular activities of Spanish departments. Discussion of contemporary writers and their principal works, based on readings from current periodicals and selections from drama, short story, novel, poetry, philosophy, and history.

II. Conversation on Everyday Life Topics

Lessons on everyday situations are presented as general topics for dialogs of 3 to 4 minutes in length to be prepared in advance, rehearsed with informants, and enacted in class. Lists of vocabulary and idioms of a practical nature and representative of daily life in the Mexican capital.

III. Mexican Civilization

Lectures by specialists; conducted field trips to places of cultural interest.

IV. Grammar and Composition

Discussion of grammatical problems; exercises in precise translation; practice in social and business correspondence; free composition on topics related to the materials of course II.

Each course carries a credit of 2 advanced semester hours in the National University of Mexico. Upon the completion, with a grade of C or better, of three courses in the Institute each registrant will be eligible for a grant of $100 which is provided by the U. S. Office of Education to help defray living expenses.

In addition to the regular class work the following optional activities are offered: (1) Informant services on an exchange-for-English basis at the Mexican North American Institute of Cultural Relations, (2) examination of supplementary teaching materials on display at the Benjamin Franklin Library, (3) special classes in practical phonetics, (4) guided travel in Mexico.

Members of the Institute are advised to live in Mexican homes, since in this way they may obtain a more intimate knowledge of Mexican life and have increased opportunity for personal acquaintances and sustained conversation with persons who speak Spanish as their mother tongue.

Application blanks for admission to the Institute may be obtained from the Division of International Educational Relations, U. S. Office of Education, Washington 25, D. C. The application, supported by a letter of recommendation from the superintendent of schools, college dean, or other school official, must be received by the U. S. Office of Education prior to June 1, 1946.

Some Principles for Consideration in State and Community Planning for the Needs of Children

Prepared jointly by the Children's Bureau, U. S. Department of Labor, and the U. S. Office of Education, Federal Security Agency

PLANNING for the needs of children is of vital importance to the future security, welfare, and happiness of our people. The strength and stability of our country depends on giving children the best possible chance to become fully qualified citizens. The war has deepened the general understanding of the necessity for conserving child life. This trend has been accelerated in many communities through recognition of child-care needs created by employment of mothers.

In the transitional and postwar periods many mothers will continue to be employed or will enter employment. In other homes congestion, illness, or other factors will make it imperative that young children have opportunities for outside experiences and companionship of other children for a part of the day. The values of group experiences for young children regardless of home conditions are becoming more fully recognized, as is the principle that for children of all ages schools should provide varied programs adapted to individual needs and complementing home experience.

It is important for States and communities to distinguish clearly between educational services provided through the schools and available to all children and child-care services needed to supplement what the home and school together can make available. Recreation and youth-serving agencies will also have a part in a comprehensive program.

Infants, children under 6 years of age, children of elementary school age, and young adolescents, have varying needs which should be met in a comprehensive program for children. Some will require homemaker service in the home; others, care in foster-family day-care homes; and others, group care in nursery schools, school-age centers, or day-care centers. For some of these types of care, there is need for more experimentation before it can be determined what services are best under varying circumstances.

In each community there needs to be a representative planning body for children, to work out ways by which schools, social agencies, and other community groups, both public and private, together can be equipped to meet all needs. It is important that parents participate in planning services for their children, through representation on planning bodies, advisory committees,

individual consultation, participation of parents in child-care programs, and other means.

The State and local departments of health, education, and welfare will find it desirable to develop joint policies covering services to be provided for children through these channels.

Some States already have legislation which permits planning for comprehensive services to children and the use of public funds in developing these services. Other States need to provide or strengthen such legislation. Because of the necessity of safeguarding children for whose care independent arrangements are made by their parents, such legislation should include provisions for licensing of independent boarding homes and day nurseries by State departments of public welfare. Similarly, protection should also be afforded children attending nursery schools under private auspices through registration of these schools with State departments of education, so that they may obtain professional advice and assistance in the maintenance of standards.

The following principles are suggested as guides in the development of State and local programs for children and the formulation of State legislation delegating authority and providing funds to the appropriate State agencies to make available such services as part of their regular programs. Assistance from the Federal Government may also be needed.

Educational Services To Be Provided by Schools

1. Public schools have been established to provide educational programs for all children. Educational programs have been expanded and special services offered during the emergency to meet the needs of children in war areas.

2. Boards of education are now formulating plans for educational programs in the postwar years and considering the continuation of those services offered during the emergency which also have value in the long-term educational programs. Recognition is being given to services which are of special value in promoting mental and physical health and preventing social maladjustments in later years. The following services for children, among others, are significant in the expansion of educational programs:

a. *Educational services for children under six.*—Nursery schools and kindergartens are included as units of the elementary school to insure continuous educational progress of young children upon school entrance. These programs for young children under public-school auspices should be available for all children whose parents desire them.

b. *School-age centers.*—It is desirable that programs offering worth-while experiences for children of school age be provided as a school service during the hours such services are needed by children and their families. School-age centers are related to and a part of the school program to supplement a child's home life.

c. *Programs for parents.*—Educational programs for young children can be effective only if a program is planned with parents which enables them to develop better understanding of children and to grow in their skill in applying child guidance principles.

d. *School lunches.*—Nutritious lunches should be available at school to all children. Related to the provision of school lunches and of vital importance in the health program is the development of good food habits and attitudes through teacher guidance in the classroom and lunchroom.

3. Authority should be delegated to the State education department for the supervision and development of these educational programs for children. State funds should be provided to supplement local school funds for the continuance and extension of services for children as needed.

Services To Be Provided by Social Welfare Agencies

1. Even though educational services available for all children are developed as outlined, there will still be children whose needs are not met by these services. Included in the group for whom other provision may be required are some of the children whose mothers are employed or who for other reasons, such as illness, cannot receive the care and supervision normally available in the home. Provision of services to supplement home care and educational programs available in the schools is the responsibility of social welfare agencies and particularly of public welfare departments.

2. A program for day care should be sufficiently broad and flexible to meet the needs of children of all ages and of varying home conditions. It should include information and counseling services as well as provide for various types of care such as day nursery care and other forms of group care, foster family day care, and homemaker service.

a. *Counseling service* is essential as a part of a day-care program to help mothers in planning care for their children and in making necessary arrangements.

b. *Day nursery* and other forms of group care will be required for mothers whose hours cannot be adjusted to the school program or who for other reasons find the service better adjusted to their situation. A constructive developmental program should be included in such day nursery care. Programs for school-age children both before and after school and in vacation periods need to be provided if these are not available through the schools.

c. *Foster family day care* will be needed for children under the age for group care and children who for other reasons require individual care.

d. *Homemaker service* is a necessary supplement to other services, particularly for temporary or emergency care such as during illness of the child.

3. State funds should be made available through the State welfare department for aid in the development of local services as part of a broad child welfare program.

4. State departments of education and local boards of education should serve in an advisory relationship to departments of welfare in the formulation of child development standards for day nursery care.

Health Services

The services of State and local health departments in cooperation with educational and welfare authorities are needed to assure adequate health supervision and maintenance of standards conducive to good health in all programs for the care of children.

Model Planes Placed in the Smithsonian

A set of 80 scale model planes made in the Model Aircraft Project was recently transferred by the U. S. Office of Education to the Smithsonian Institution. This set was originally made for display in the Office of Education. Each State was asked to make a certain model or

(*Turn to page 32*)

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Job Instruction Training. By John B. Pope. Washington, U. S. Government Printing Office, 1945. 179 p., illus. $1.25 per copy.

A leader's manual for supervisory personnel in sales and merchandizing organizations.

Proposals Relating to the Statistical Function of the U. S. Office of Education. Washington, U. S. Government Printing Office, 1946. 21 p. (Bulletin 1946, No. 2) 10 cents.

A statement of policy regarding the purpose, scope, methods of collection, treatment, and presentation of the Office of Education cooperative statistical program, as proposed by a group of collaborators drawn from the educational profession, with the assistance of a group of consultants.

New Publications of Other Agencies

U. S. Department of Agriculture. *Balance Sheet of Agriculture.* Prepared by A. S. Tostlebe and others under the direction of Norman J. Wall. Washington, U. S. Government Printing Office, 1945. (Miscellaneous Publication 583M) 44 p. 10 cents.

A survey and analysis of the financial condition of agriculture viewed not in its separate parts, but as a single industry.

———. Forest Service. *Building with Logs.* By Clyde F. Fickes and W. Ellis Groben. Washington, U. S. Government Printing Office, 1945. (Miscellaneous Publication 579) 56 p. 15 cents.

In addition to buildings, covers the construction with logs of tables, chairs, beds, and other articles of furniture. Illustrated with many photographs and drawings.

———. ———. *Forestry and Jobs.* Washington, U. S. Government Printing Office, 1945. 8 p. Single copies free as long as supply lasts.

An account of the ways in which our forests can offer many opportunities for employment in the postwar period.

U. S. Department of Commerce. Bureau of the Census. *State Tax Collections in 1944.* Prepared under the supervision of Calvert L. Dedrick. (In *State Finances: 1944*, vol. 2, no. 1, Final. January 1946) Processed. 46 p. Single copies free from Bureau of the Census as long as limited supply lasts.

Presents in graphic and tabular form the amount of revenue derived from such sources as: Consumer taxes, Personal income tax, Licenses, Property, and Inheritance taxes.

U. S. Department of Labor. Children's Bureau. *What Mothers Think About Day Care.* By Glenna B. Johnson. (In *The Child*, vol. 10, no. 7, January, 1946, p. 103–105) Annual subscription $1; single copy, 10 cents.

An account of how Cleveland mothers mobilized to place a wartime service for children on a permanent basis.

U. S. National Housing Agency. *Housing After World War I. Will History Repeat Itself?* Washington, U. S. Government Printing Office, 1945. (National Housing Bulletin 4) 59 p. 15 cents.

Prepared as a contribution to the solution of some of the housing problems likely to confront the Nation during the next few months and years. It reviews the housing experience in the first 4 years after World War I, for whatever benefit might be derived from that situation.

———. *Land Assembly for Urban Redevelopment.* Washington, U. S. Government Printing Office, 1945. (National Housing Bulletin 3) 39 p. 10 cents.

This bulletin, a revised draft, deals with the basic urban problem of housing construction in the blighted areas near the centers of cities and in the abandoned subdivisions of cities.

Model Planes

(*From page 31*)

models. In this way every State and Territory is represented by at least one plane in this set. During the period of the display in the Office the set, consisting of one each of all of the model planes made in the Model Aircraft Project, received a great deal of attention and elicited many favorable comments.

The individuals who made these models may well take great pride in the fact that their planes are to be a part of a permanent exhibit at the Smithsonian Institution. This set will serve as a record of progress in aviation and a symbol of the part played by the Nation's schools in aviation in World War II.

The Model Aircraft Project is an example of cooperative accomplishment of the Nation's schools, State Departments of Education, the United States Navy, and the Office of Education. The Navy Bureau of Aeronautics furnished detailed plans and specifications for making the models; the project was organized and conducted by the Office of Education working with State Directors of the Model Aircraft Project. Schools made the models with such accuracy that 800,000 models met the standards of our armed forces for use in training personnel in aircraft identification and for other purposes.

In addition to the 80 models, the plans and specifications for each model were supplied to the Smithsonian Institution as a part of the permanent exhibit. Complete sets of plans and specifications have also been deposited in the Library of Congress and in the National Archives.

The following is from a letter written by A. Wetmore, Secretary of the Smithsonian Institution to J. C. Wright, Assistant U. S. Commissioner for Vocational Education:

"On behalf of the U. S. National Museum, I take much pleasure in acknowledging the receipt of 80 models, scale 1 to 72, of aircraft used by the Navy in recognition training during World War II, which were built by pupils in the public schools of this country under the supervision of the Industrial Arts and Vocational Departments . . .

"That every State in the Union is represented by at least one model, and that they served such an important and useful purpose during our great emergency, is indeed a tribute to the devoted efforts of their teachers, as also to the mental ingenuity and manual dexterity of our youth on whom our future depends."

U. S. GOVERNMENT PRINTING OFFICE: 1946

SCHOOL LIFE

Volume 28, No. 9 ☆ Official Journal of the U. S. Office of Education ☆ June 1946

MAY - 1 1946
NATIONAL EDUCATION ASSOCIATION

CONTENTS

	Page
New Education for a New Japan	1
Everybody Can Help	2
To Maintain a Lasting Peace	2
Commissioner Awarded Distinguished Service Medal	4
Teacher Shortages in 1946	5
Association for Supervision and Curriculum Development Conference	7
Association of State Directors of Elementary Education Meets	8
Library Service	10
Citizens' Federal Committee on Education Holds First Meeting	11
Bibliography of Music Courses of Study	12
"He Cherished American Culture"	17
New Titles in GI Roundtable Series	18
Victory Farm Volunteers	18
Per Pupil Expenditures in City Schools	18
Secondary Education	20
The Small School Problem Again	
Intergroup Education	
Secondary Education for Veterans	
Suggested School Health Policies	22
New Service Extended to Immigrants	27
Financing the Public Schools of Kentucky	28
Visiting Teachers of English	31
U. S. Government Announces	32

New Education for a New Japan

by Harold Benjamin, Director, International Educational Relations Division

The following statement represents some personal observations of the author and should not be interpreted as suggesting in any respect the views of the Advisory Group on Japanese Education, of which he was a member. The official report of the Group will be made to the Supreme Commander for the Allied Forces in Japan, and through him to the Japanese Government and people.

☆

The crushing defeat of Japan in war does not necessarily spell final defeat for the Japanese people. It may be the means of bringing to them the motives and materials of a great nonmilitary victory. The processes and outcomes of modern wars show that the final victory of any people must be a victory of peace. The most powerful weapon for winning a victory of peace is an education directed toward the welfare of all the world. Japan now has her chance to develop such an education.

Educational Needs and Wants

Japan's richest and most plentiful resources are the abilities and spirit of her people. The smiling, polite little boys and girls in her primary schools, their bare legs often blue with cold but their eyes shining with eagerness to learn—these are symbolic assurances to every Japanese citizen that his country can become great, not in military power or geographic extent, but in the development of a peaceful and prosperous culture.

To achieve this greatness, what do the Japanese need educationally? How nearly do they desire what they need? What are some of the difficulties in the way of attaining those needs?

It is clear that first of all the Japanese need a social-civic education to plant their feet firmly on the road to peaceful democracy. The terms of surrender require it. The guns of the occupation forces guarantee it. The aims of many liberal Japanese citizens include it.

Second, the Japanese need a scientific and technological education of a high order of quality and amount. A people of seventy millions on home islands of about the same area as California, with much of their land too mountainous for cultivation, must live in large part by their technical skills. They must develop these skills or die.

Third, the Japanese need extensive and richly varied education along artistic and individual lines. With the necessity to make and export goods which other peoples cannot or will not make, the Japanese must rely heavily on every possible creative ability in the country. They need an education, therefore, which will give every boy and girl the fullest chance for individual growth. For the New Japan, a regimented, rigidly uniform education would be fatal. Its schools must study each pupil's abilities and interests and develop them along highly individualized lines. They must give women the same educational opportunities as men. They must give poor children the same chances for good schooling as rich chil-

(*Turn to page 3*)

SCHOOL LIFE

Published monthly

except August and September

Federal Security Administrator

WATSON B. MILLER

U. S. Commissioner of Education

JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.
Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

Everybody Can Help

Even though nearing the end of their terms and with some already closed, schools throughout the Nation are enlisting in their local communities for a kind of teamwork that means life itself to multitudes of children throughout the world.

Our country is helping and will continue to help in the prevention of starvation abroad where men, women, and children scarcely feel anything but the horrors of war; scarcely know anything but the sorrows of human suffering. Yet the world is trying to turn from war and suffering to peace and human happiness. Broad, long-range vision for these desirable goals is imperative, but barriers will come and as they come each one must be met and conquered. Famine for a half billion people in many countries looms as an immediate desperate barrier to peace and happiness. Every community in this country can share in conquering this barrier.

With an understanding of human relations and a desire to serve, the schools—administrators, supervisors, teachers, students, and others—can help save thousands of lives by putting forth their maximum effort *toward:*

1. *Producing food.*—Every plot of ground—at home, at school, on vacant lots wherever available—if properly planted and tended, can add its bit to the sum total of the world's food supply. *Keep "food" growing.*

2. *Conserving food.*—Every reasonable saving should be made, particularly of wheat, fats, and oils. These are foods most needed in famine areas. *Waste not.*

3. *Sharing, not hoarding.*—Keep in mind that whatever food one does not buy may directly or indirectly be shared with those whose need is immeasurably greater than ours. *Help in the sharing.*

4. *Giving leadership.*—Effective contributions can be made by school officials and teachers everywhere in the country through their intelligent leadership and encouragement of home, school, and community programs and efforts to produce, conserve, and share food until famine has been conquered. *Put leadership to work.*

The Famine Emergency Committee states that "every active advocate of food conservation who can convince other people of the importance and practicality of determined effort to make more food available for relief is doing a job that needs to be done."

The next few weeks will mean life or death for millions who face famine—that is immediate. What happens within those few weeks will mean the moving forward or backward of the goal for world peace, for human happiness,—and that affects us all.

☆

To Maintain A Lasting Peace

In addressing the Governing Board of the Pan American Union at the observance on April 15 of the 16th anniversary of Pan American Day, President Truman said in part:

"In the years that lie ahead, it will be the task of the American Republics to do their part in creating and maintaining a system of world peace which will eliminate the fear of war and establish in its place a rule of justice and world cooperation.

"To maintain a lasting peace, the peoples of the world have now shown their willingness to use force, if necessary, to prevent aggression or the threat of aggression.

"We all realize, however, that the exercise of this kind of force, while it may hold aggressors in check, will not of itself eliminate the deep causes of unrest such as those responsible for World War Two. Underneath the Nazi madness were the material distress and spiritual starvation born of poverty and despair. These evil forces were seized upon by evil men to launch their program of tyranny and aggression.

"The danger of war will never be completely wiped out until these economic ills which constitute the roots of war are themselves eliminated. To do that we must achieve the kind of life—material, cultural and spiritual— to which the peoples of this world are entitled. To that objective we must all dedicate our energies and resources."

(*From page 1*)

dren. Japan, with her cities reduced to rubble and with the clutches of famine at her throat, can take no chances on educational inequalities. She is scourged by the whips of not-to-be-denied conditions to give every child and adult in the land the best possible individualized education.

With respect to social-civic education, the Japanese have a high level of insight. To a marked degree, they want the kind of education they need in this area. Most of the school men and women of the country appear to want Japan to become a peaceful democracy, and appear to recognize that education is the crucial instrument for reaching that goal. They know that many changes in the curriculum and methods of instruction and a new direction and spirit in the education of teachers are necessary even for a beginning in learning the ways of democracy.

In science and technology, also, the Japanese recognize their need and plan to meet it with the requisite schooling. The speed with which they adopted Western science, the thoroughness with which they applied technology to the industrialization of their country, and the quality of the original contributions they have made to certain sciences show that they believe in science and want their children educated along scientific and technological lines.

In relation to the individual-artistic side of education, the Japanese are not very conscious of their needs. A few of them recognize the uniqueness of the individual and the role that artistic experiences can play in developing that uniqueness. Many of them still tend to regard conventionalized pictures, music of regular and accepted pattern, and formalized literature as most desirable. In this respect their educational insight is low. They do not want what they need for the development and expression of the individual personality.

Specific Changes

These are the educational needs and wants of the Japanese people. What are they doing now and what can they do in the future to meet these needs and wants?

At the present time the Japanese school system provides 6 years of primary education for all children. Probably half the time in the primary school is devoted to instruction in reading and writing the highly complex ideographs of Chinese origin, supplemented by the elaborate Kana syllabary. The Ministry of Education is now pledged, moreover, to teach Romaji, the Western alphabet, in the primary schools. About 1,400 Kanji ideographs are taught in the primary school, and the average primary school graduate is said to remember about 600 of them. A knowledge of 2,400 is required to read a newspaper readily.

The use of Kanji is now under attack by liberal Japanese who maintain that it serves feudalism by keeping culture away from the common people; that like the saber it has been used by militarists and policemen as a symbol of authority; and that if the Confucian classics are necessary they can be written in Romaji and read by all the people. Opposed to these views are those of literary scholars who hold that cultural losses would result from revision of the language and that reading Japanese in Romaji alone would cause a decline in the patriotic spirit.

I am convinced that this question of the reform of the written language is one of tremendous moment for the future of the Japanese school and the Japanese nation. It seems clear to me that Romaji or some equally phonetic alphabet should be adopted for the writing of Japanese and that this reform will have to be carried out decisively under national control. To attempt a gradual change from Kanji to Romaji over a10-year period, as has been advocated by some Japanese, will serve only to increase the confusion and difficulty of the reform.

The middle schools, higher schools, and universities of Japan are designed to select the best brains of the country and train them for national service. They do not achieve this end. They are too restricted in enrollment and in curriculum to find and develop the abilities which the new Japan must have to live.

The Japanese must first of all expand the secondary schools and enrich their curriculum. They should have at least five times as many pupils of ages 13 to 18 in the secondary schools as are now enrolled. Manpower is one of the most plentiful commodities in Japan. The country can find no better employment of its adolescent boys and girls than universal secondary education.

The new Japanese secondary school must be one of the best secondary schools in the world, or it will not be adequate to the needs of the new Japan. It must be thoroughly Japanese and not an imitation French *lycée* or American high school. It must provide education for the most effective citizenship possible both for Japan and for the world. It must discover and develop every scientific, artistic, vocational, and personal trait which its pupils can use for their own good and for the welfare of their country.

For the next 10 years, the expansion and improvement of secondary education in Japan, the selection and preparation of teachers for the new secondary schools, and the necessary betterment of the administrative machinery to do this job will be a "number one" project for the country. The accompanying democratization and advancement of college and university education and the improvement of elementary school services will be made with relative ease if the secondary school task is attacked and carried through with daring and determination.

An Article of Faith

With the memory before us of our men who suffered in the Pacific War, and particularly of those who did not return from Attu, Guadalcanal, Iwo Jima, Okinawa, or the other fields of that cruel struggle, it is admittedly hard for us to look upon the Japanese and their problems with the calm tolerance which in our hearts we know the world situation demands, which we know we must give to the world if it is to survive, and which I am persuaded we Americans will give to the world.

The famous quotation of John Donne which furnished the title of Hemingway's novel concerning another war tells us never to ask "for whom the bell tolls," since it always tolls for each of us. We who defeated the Japanese in a war so rugged that it made the throat-cuttings of Jenghis Khan look like tea parties, who sank their Navy, who shot their airplanes out of the sky

who broke their Banzai charges with M–1 and BAR, who burned them out of their holes, and who razed their cities to the ground—we above all people must not now make the mistake of thinking that a bell of disease and starvation, degeneracy and despair, can toll for the Japanese children without tolling for our children too. Every city or county, every town or hamlet of our country is not only a part of its State and of the United States; it is also bound up with the fortunes of Japan, of Asia, and of all the world.

This is an article of faith, of course, and not susceptible to proof, but I believe it is the faith which, put into practice, will eventually help remove the mountains of international ill will and cause the bells of peace to sound always and everywhere for all men.

"Swords Into Ploughshares"

The findings of a field study of the schools of the armed forces made during the summer of 1945 has been published under the title, *Swords into Ploughshares—What Civilian Education Can Learn From the Training Program of the Armed Forces.* The study was made by Dr. Raleigh Schorling, professor of education, University of Michigan, and 27 students enrolled in a graduate course at the University.

The foreword of the study states: "The project illustrates what may become a common practice in the years ahead. Perhaps in the postwar years experienced school people, both men and women, may be banding together to study a common problem where the data are most readily available. Perhaps they will be flying to Los Angeles to study the counseling system, to Australia for a study of comparative education, or to Washington to inventory the resources of that city that may be used to enrich the curriculum of our schools. In brief, here is a workshop with a single clearly defined problem."

Copies of the report may be obtained from Eugene B. Elliott, State Superintendent of Public Instruction, Lansing 2, Mich.



Commissioner Studebaker receiving the Silver Medal for Distinguished Service in War Finance, from Vernon L. Clark, National Director of U. S. Savings Bonds Division, Treasury Department.

Commissioner Awarded Distinguished Service Medal

As the representative of a million teachers in 225,000 American schools with 30,000,000 pupils, U. S. Commissioner of Education, John W. Studebaker has been awarded the Treasury Department's Silver Medal for Distinguished Service in War Finance.

Honor Million Teachers

In presenting the medal, Vernon L. Clark, National Director of the U. S. Savings Bond Division of the Treasury Department, said: "During the war the schools of the Nation sold more than two billion dollars worth of U. S. savings stamps and bonds, at the same time teaching thrift and forming habits of regular saving and wise money management. We are gratified that schools in all States are continuing this program in peacetime, for its value to the Nation has been too great to measure only in dollars. Through you we are honoring the million teachers who made it possible."

Lesson of Thrift

"On behalf of the Nation's schools," Commissioner Studebaker stated on receiving the medal, "I accept with thanks this token awarded by the Treasury Department in recognition of the splendid patriotic contribution made by the teachers and pupils of our country. I, too, pay tribute to them. The lesson of thrift learned in wartime by the children and youth of America will stand them in good stead in time of peace. It is my earnest hope that the schools will continue with unabated enthusiasm their participation in the School Savings program, sponsored by the Treasury Department with the cooperation of this Office."

Teacher Shortages in 1946

by Benjamin W. Frazier, Senior Specialist in Teacher Training

RECOVERY of America's schools from wartime teacher shortages has been unexpectedly slow. The majority of the men and women in the armed forces have returned to civilian occupations, industrial reconversion is well advanced, and several million persons are on unemployment rolls. Yet most States report little or no improvement in the teacher shortage situation. In fact, the quality of teacher personnel, which suffered greatly during the war, continues to deteriorate in many sections of the country.

More Emergency Permits Issued

The first and most important of the available measures of teacher shortage is the number of teachers who cannot meet the legal requirements for regular teachers' certificates. Reports received by the U. S. Office of Education in January and February, 1946, from nearly all State departments of education, show that the number of public-school teachers who do not meet the regular prewar certification standards, and who are permitted to teach upon emergency permits or "certificates" issued for one school term only, has increased approximately 57 percent over the number of teachers who were issued such certificates in 1943–44. The number has increased at a phenomenal rate every year since the war began, as shown by the following data: 1940–41, 2,305; 1941–42, 4,655; 1942–43, 38,285; and 1943–44, 69,423. In 1944–45 the National Education Association reported a partially estimated total of 78,665 persons teaching on emergency permits. During the present year, 1945–46, reports to the Office of Education show that a partially estimated total of 108,932 teachers in service hold these substandard credentials. This huge number approximately equals the total inflow of all new teachers normally beginning service each year in American public schools. It represents a 38 percent increase over the number of emergency permits held last year, as reported by the National Education Association.

Throughout the war period to the present time, relatively few changes have been made in regular certification requirements, although the enforcement of minor requirements has been liberalized somewhat. Certification officers have been reluctant to suggest changes in statutory regulations governing requirements. They realize the danger of losing, for a long time to come, their hard-won prewar gains.

The nature and extent of the losses in the quality of teacher personnel through emergency certification cannot be stated precisely, but they are serious at best. So great are the variations in the qualifications of teachers among States and between rural and city schools, that thousands of holders of regular certificates may be found who have no more than a high-school education; whereas, in other places, emergency teachers may be found who have 4-year-college or higher degrees. Moreover, in most places where studies of the qualifications of emergency teachers have been made, their average preparation as a group has been found to be about 1 year short of regular minimum requirements. Although some emergency teachers were excellent instructors, a large proportion are immature young people, teachers past the retirement age, instructors with no professional training, and many other persons hired as a last resort to keep the classrooms from closing.

The teacher-turnover rate of about 10 percent before the war had practically doubled in 1943–44, reaching 20 percent in that year, according to reports to the Office of Education. There was some improvement in 1944–45, according to the National Education Association, which estimated that the turnover rate had then dropped to 14.7 percent. Many of the teachers with the greatest mobility had entered military service or war industry by that time, and the marriage rate had dropped somewhat. However, part of the increase in stability, if a loss of one teacher in every 7 can be called stability, was due to the continuance of war emergency teachers into their second or third year of employment. Continued persistence in teaching of the least qualified members of this group threatens further to retard the postwar advancement of teacher personnel standards.

There are still too many overcrowded classrooms. Furthermore, the prewar decline in the school population has stopped temporarily, and elementary school enrollments are beginning to reflect earlier rises in the birth rate.

Causes for Heavy Outgo and Light Inflow of Teachers

The immediate causes for the continuance of severe shortage conditions include a combination of unusually heavy withdrawals of teachers from the schools and an increasing shortage of replacements for those lost. The most important factor in bringing about these conditions is the unfavorable competitive position of teaching in the employment market. This is plainly indicated by the relatively higher wages and salaries paid in industry, and in other nonteaching occupations which demand college preparation.

Although probably less than 85,000 teachers of every kind served in the armed forces of World War II, such service was the next most important wartime factor in teacher shortage. At this time, it is no longer a major factor. Probably marriage now has second place; but this is an important factor at all times. The return of veterans to their former teaching positions is being offset to some extent by the resignation of married women to reestablish homes disrupted by the war. However, marriage, death, retirement, and involuntary separation from positions are always relatively stable factors in the situation.

The growing shortage of newly prepared replacements for teachers separated from the profession, which is the second major cause for the prolongation of the teacher shortage, is affecting materially both the number and quality of the teaching staff. This shortage of

newly prepared teachers has been forecast for several years by huge drops in the enrollments of teachers colleges and in teacher-preparation curricula in colleges and universities. During the war there was also a large decline in the percentage of college graduates placed in teaching.

The American Association of Teachers Colleges, whose membership includes the majority of the teachers colleges of the country as well as some liberal arts colleges, and university schools and colleges of education, reports that the October enrollment in 156 member institutions has varied as follows: 1941, 106,960; 1943, 52,869; and 1945, 66,803. Thus, the decrease in enrollments from 1941 to 1943 was 50.6 percent, a loss equalled in no other type of 4-year institution. A substantial 26.3 percent increase from 1943 to 1945 compares favorably with the increase in other types of institutions of higher education, but the enrollment in teachers colleges in October 1945, still constituted only 62.4 percent of the enrollment in October 1941. There has been not only a heavy loss in enrollments over a period of several years, but also losses in student quality, as indicated by the relaxation of selective admission requirements in nearly all teachers colleges having them. Since the preparation of the typical elementary school teacher legally requires about 3 years of college work, and of the typical high-school teacher, 4 years, the continuing deficits in enrollments in the teachers colleges and teacher-preparing curricula of colleges and universities forecast continuing deficits in the number of graduates.

Recent reports from the National Institutional Teacher Placement Association indicate not only that the most critical teacher shortage of the war was reached in 1945, but that the shortage will continue for at least 2 more years. The 245 universities and colleges reporting prepared 5 percent more teachers than they prepared in 1944, and placed 9 percent more of their graduates into teaching positions for 1945–46, than they did in 1944–45. The State teachers colleges reporting prepared 7 percent fewer graduates for teaching positions in 1945 than they did in 1944, and placed 13 percent more of their qualified graduates into teaching in 1945–46, than they placed the preceding year. Proportionately, more graduates are being turned out in the field of high-school teaching than in the field of elementary-school teaching, where the shortage is greater. Substantial increases in the number of new teachers in both fields are expected next year, but the increases will constitute only a small part of the total number needed and will not bring up the supply even to the usual normal demand.

An appreciable number of veterans are entering teachers colleges and schools of education, and many more will enter next year. It is easy to overemphasize the effects of this movement on teacher supply, however. A vastly greater proportion of the spectacular inflow of veterans into higher education goes into technological colleges and schools and into nonteaching curricula of colleges and universities than into teacher preparation. Even in teachers colleges, a high percentage of the veterans are entering lower division general curricula, preprofessional or terminal vocational courses, or other nonteaching work. Whether or not a sizable percentage of these can be induced to continue or transfer into teacher-preparation courses remains to be seen.

Estimates made by various authorities concerning the time necessary to reach approximate normalcy in the college output of teachers usually range from 2 to 5 years. A factor that is not taken into account in most of these estimates is the loss of nearly a million high school pupils—nearly 1 in every 6—during the first 3 years of the war. Many, if not most, of the potential teachers who then left high school will never return. Some of the differences in estimates may be accounted for by the fact that the supply of newly qualified teachers of academic subjects in high schools and of teachers in large cities, highly urbanized areas, and high-salary States, will reach approximate normalcy some time before a normal supply is provided for elementary school grades, vocational and special subjects, and rural schools.

Further Action Necessary

What remains to be done? Not only are wartime ravages on teacher personnel to be repaired, but the promising advances in teacher qualifications made before the war are to be resumed and new gains achieved. More than 100,000 emergency teachers should be brought up to prewar standards or replaced. Tens of thousands of oversized classrooms should be put on a more effective working basis, discontinued educational services restored, and new ones introduced. Enrollments in approved teacher-education institutions and curricula should be increased temporarily to the full capacity of the institutions and permanently increased by at least one-third.

The courses of action necessary to complete these tasks are generally known. The main thing is for those who support the schools to continue the vigorous use of the means they have already found effective in holding and recruiting competent teachers. By far the most effective action that can be taken is to give teaching a favorable competitive place in the employment market for professional workers. There has been progress in this direction but not enough progress. The average annual salary per teacher increased from $1,441 in 1939–40, to $1,728 in 1943–44. In 1945, it was estimated as $1,786. Somewhat more than $1,900 is paid today. This increase of more than one-fourth since 1940 is encouraging. But it is not to be forgotten that the amount was inadequate to start with; that workers in private industry, most of them noncollege trained, earn an average of at least $500 more per year than the typical teacher; and that the increase has not yet overtaken the increased cost of living, even before taxes are deducted. Moreover, current and contemplated adjustments in wages and prices throughout the country threaten to outmode even the most progressive among the currently revised teacher salary schedules.

With the raising of salaries, efforts to improve working conditions in teaching should be continued with more vigor. Since 1940, several State and large city school systems have introduced teacher retirement systems or strengthened old ones. The number of teachers scheduled to receive old-age assistance through retirement and pension provisions increased from 76 percent in 1940, to more than 99 percent in 1946. A number of

these plans, however, provide inadequate retirement incomes and should be greatly strengthened. Restrictions against out-of-State and married women teachers, although broken down somewhat during the emergency, still persist in thousands of school systems. Teacher-tenure provisions have been strengthened somewhat but the typical teacher still faces an annual threat of dismissal. The lack of inexpensive, effective, centralized public teacher-placement services is still a painful one. More important than many of these needs, however, is the expression, both in material and human terms, of a more favorable public attitude toward teaching as a profession. This would go far toward holding many idealistic teachers who enter the profession because they wish to participate in a fine type of public service.

There is growing evidence that the strenuous wartime efforts which kept the public fairly well sensitized to the needs of the schools have been prematurely relaxed. There is a long and arduous campaign yet to win.

Traveling Art Exhibits

A unique service to rural Nebraskans through traveling art exhibits is provided cooperatively by the State University's School of Fine Arts and Extension Division. The idea was originated by Nellie May Schlee Vance, Director of Art in Extension.

The plan consists of lending an exhibit which contains six mounted full-color prints of famous paintings and two framed original works to the county superintendent of schools. The superintendent calls a meeting of all the rural teachers, at which the exhibit is presented and its use explained. Each school in the county may have the exhibit on display for a week before passing it on to the next school on the list. The pictures are packed into a light, strong case for transportation.

An attempt is made in these rural traveling art galleries to show children that scenes with which they are familiar are subjects fit for painting. Therefore, the originals sent out with the exhibits are by Nebraska artists showing Nebraska scenes, the report states.

Association for Supervision and Curriculum Development Holds Its First Postwar Conference

THIS first postwar conference for members of the Association for Supervision and Curriculum Development of the National Education Association, held recently in St. Louis, had for its general theme the "Setting of Our Instructional Sights." These "Instructional Sights" were viewed through wartime experiences of the schools and of the armed services. Attention was continually drawn to the need, on the one hand, for increasing cooperative efforts of instructional and administrative staffs to supply the guidance needed by children and youth and, on the other hand, for a deepening appreciation of our relationships to the people of other countries as a means of understanding issues which affect the whole world community. The emphasis both upon the adjustment of school programs to the growth needs of children and upon the responsibilities of educational leaders for helping to develop a world in which all peoples may have improved opportunities for better living, were directed toward building a peaceful and united world.

In his opening address on "The Emerging Social Setting for Education," Dr. Goodwin Watson provided a keynote to give direction to discussion groups and general meetings which followed. He reviewed the changes which have occurred in our governmental and economic structure, in sciences and technology, in human values and quality of social thinking and indicated that the speed with which we have moved ahead almost makes our present conception of curricula outmoded.

In the light of these changes the schools today need to teach more about the way in which government functions, to be more concerned with the development of moral values than material production as we have in the past, and to realize that the survival of our own civilization depends in a large degree upon the values we place upon human beings.

Attention to Study and Guidance of Youth

Other general sessions centered attention upon curriculum development in relation to its organization within schools, to "frontiers" in supervision, and to a consideration of children's needs. In each of the groups the study and guidance of the growth and development of children and youth received first attention. Closely related to this major responsibility, were reports of group-sharing of experiences, resources, and personnel for curriculum programs at State, area, and local levels; of the stimulation of leadership in studying school problems; and of the discovery and use of special talents among teachers.

Emphasis was given to the organization of schools on a continuous promotion basis in contrast to separate school grades, as better suited to a curriculum designed to meet children's needs. Discussions also included the use in curriculum building of parents' contributions and of survey reports of opinions expressed by men in the armed services which throw into relief many of the problems our democracy faces and result in such questions as, "Can we live in isolation from other countries?," "What are the issues involved in building the peace?," "How can they be clarified for school use?" Recognition was given to individual patterns and rates of learning among boys and girls to which teaching techniques need to be adapted.

Participation of the audience in these general programs was made possible by the collection of written questions and by referral of them to speakers and to panel members serving to help clarify issues. A somewhat similar procedure was followed in the group discussions, which were organized around varied aspects of supervisory procedures and curriculum construction. A chairman and several discussants brought before each group such issues in relation to the topic presented as they had found challenging and practical. Opportunity was provided for questions and contributions from the members.

Topics for these group discussions presented many aspects of the basic problem—for example, discussions of curriculum planning included those at

regional, State, city, and community levels, and also for college and high-school students. Special aspects of curriculum development centered upon human relations, international understanding, modern facilities for a modern curriculum, contributions of the library to a modern school program, equipping future teachers for the modern curriculum, and a curriculum for this scientific age. It is expected that summaries for many of these discussions will be made available later to Association members.

Meetings of Standing Committees

One of the most vital parts of the Association's program was the series of meetings of standing committees held prior to the 2-day discussion and general sessions. They were open to all members. A listing of some of these committees indicates the nature of the total program of the Association aside from the work of the Board of Advisory Editors for the periodical, *Educational Leadership*. Among the committee meetings held were those for the Editorial Board of *Building America*, which is sponsored by the Association, the Legislative Committee which has been responsible for the "Listening Post," which appears each month in *Educational Leadership*, and the Committee on Interpreting Children and Youth Through Films—a joint project with the Association for Childhood Education and the National Association of Supervisors of Student Teachers, which has resulted in a classified and descriptive directory of films related to children's growth and development. Several other committees which met are responsible for research reviews and studies of school administration.

Throughout the conference appreciation was expressed by the five hundred or more members in attendance, who represented all parts of the country, for this first postwar professional meeting, and for the return of opportunity to exchange ideas with others having special interest in the improvement of supervisory services, of instruction, and of curriculum. Many "before and after meeting" discussions referred to the challenge included in Dr. Harold Hand's report of soldiers' opinions on what precipitated the war. Especially was this true in the reference to our comfort and belief in our security which tends to keep thought in the status quo in contrast to the vital need of projecting thinking and action into the conditions which are "wasting the victory instead of building a constructive, forward looking peace."

Officers of the Executive Committee elected for 1946–1947 include Bess Goodykoontz, president; Gordon Mackenzie, first vice president; Paul Misner, second vice president; James Hosic, field secretary. Continuing members are Edgar M. Draper and R. Lee Thomas. The new board member is Mary A. Haddow. These officers and board members met following the conference to map plans for the coming year's program.

Association of State Directors of Elementary Education Meets

A 2-day conference of the Association of State Directors of Elementary Education was held in St. Louis just prior to the recent meeting of the Association for Supervision and Curriculum Development. Twenty-six States and the District of Columbia were represented by a group of 40 State directors and members of the staff of the U. S. Office of Education.

School Visiting and Group Discussion

Following the successful experience of previous conferences, the first day was devoted to school visiting and group discussion of the class work observed. Through the helpful cooperation of Dr. William N. Sellman, St. Louis Assistant Superintendent of Schools, arrangements for the school visits were made with the principals of the two schools selected for observation—the Jackson School, Jennie Wahlert, Principal; and the Clinton-Peabody School, Stephen L. Pitcher, Principal.

Two visiting groups of State directors alternated between the morning and afternoon sessions of the two schools, and each group was entertained at lunch in the cafeteria of the school visited during the morning. Both groups met in the afternoon at the Jackson School for a final discussion and appraisal of the day's experiences, with principals and some staff members present. Both schools are located in underprivileged sections of the city. Children at the Jackson School represented many nationalities. They spend at least 1 year with the same teacher and a number of the classes are of the slow-moving type. Because few of the children continue into high school, the teachers provide learning situations in keeping with both the general maturity of the boys and girls and their levels of achievement. The situations observed included science, music, art, reading, gardening, and general school services such as management of the school lunch program.

The Clinton-Peabody School, one of the largest in the city with an enrollment of 1,700 pupils, is located near a Federal family housing project. The staff was especially interested in a program of improvement in reading skills, in the rotation of teachers between kindergarten and first grade, in the educational use of the school library and lunchroom, in boys' choirs, and in scheduled programs of selected moving pictures adapted to the interests of different age levels.

Members of the visiting group expressed interest in the types of activities included in the school programs which were adapted to the needs of the children enrolled. Especially appreciated was the cordial hospitality extended to the visitors by the boys and girls, as well as by the teaching staffs and the principals.

State Problems and Programs

The conference on the second day was opened under the chairmanship of the president of the Association, Helen Heffernan, Chief of the Elementary Division of the California State Department of Education, with brief reports of State problems and programs from each person in attendance. Included were reports on changes in school legislation, new appropriations for special and general services, adjustments in the preservice education of teachers, publicity programs, workshops, current emphases in curriculum construction, and in developing cooperative relationships

between the schools and the communities which they serve.

The program which followed was divided into three sections centering upon general topics proposed by a majority of the directors as the program was being planned. These included Securing Balance in the Elementary School Curriculum, Education for Children Below Six, and The Relation of State Departments of Education and Higher Education Institutions in Pre-Service and In-Service Training of Teachers.

Recommendations for Action

The following recommendations, prepared at the suggestion of the group, were approved.

Size of Elementary Classes.—It is the opinion of the Association of State Directors of Elementary Education that effective teaching in the elementary school must be based on children's needs and abilities, and directed toward physical, mental, social, and emotional growth. Scientific guidance of children depends on thorough acquaintance with each child and adjustment to his needs. This is impossible with large groups. Because of the welfare of children as well as the health and efficiency of the teacher, we recommend that groups be limited to approximately 25 in kindergarten and grades 1–8, with a decreasing number of children in groups of younger children.

Clerical Help for the Elementary Principal.—The Association of State Directors of Elementary Education, recognizing the need of releasing professional personnel for professional service, recommends and urges the employment of a qualified full-time clerk to serve in the office of each elementary school principal whose school enrolls 300 or more pupils. For schools whose enrollment numbers 800 children, two qualified full-time clerks should be provided.

Recruitment of Teachers.—The Association of State Directors of Elementary Education recognizes the continuous professional education of teachers as a critical function of State departments of education, in cooperation with institutions of higher education, and the public schools. Recruitment looms large as an immediate problem in professional education. The improvement of the status of the teacher is the first incentive to be used in any program of recruitment of future teachers. The status of the teacher in American society, including social acceptance, desirable living and working conditions, and salaries should be comparable to that of any other profession. State departments of education, teacher-training institutions, and local leadership must coordinate their efforts to secure and train capable teachers for service, and must make it possible for teachers to grow in service. It is proposed that a committee of this Association direct attention to the problem of securing a sufficient supply of teachers qualified to meet the challenge of educating some 21,000,000, young Americans of elementary school age.

Terminology.—Since an increasing number of terms is being used to denote school programs for children under the age of six, due both to the general growth of interest in the education of young children and to the many wartime programs developed, it is hereby resolved that this Association recommend: (1) that the period of child growth and development from 2 to 8 years of age be considered as a unit for guidance and instruction; (2) that only such terms be used for schools for children under the age of six as imply an educational program suitable for this age level, and as suggest the initial unit of primary or elementary school; (3) that such terms as preschool, junior primary, "little B-1s", pre-first grade or other hyphenated terms suggesting a modified program designed for older children, be discarded as inappropriate; and (4) that further discussion of terms suitable for this age level be included in subsequent meetings of this Association.

Children Below Six.—The Association of State Directors of Elementary Education recognizes the importance of extending educational services to children below the age of six. The Association recommends that all States direct attention to an analysis of the educational services appropriate to the fullest development of young children. The Association considers this problem of such profound significance that it proposes to carry on a continuing study designed to establish coordinated principles and a program of action designed to accelerate social progress by liberal provision for the publicly-supported education of young children throughout the United States.

Educators have an obligation to exert continuously their efforts and leadership toward the improvement of educational opportunities for young children. Greater efforts should be bent upon interpreting the values and the importance of educational programs for children under eight years of age and their parents.

This Association therefore recommends that State elementary supervisors consider public relations to be one of their major functions and that they give leadership in developing a better understanding on the part of parents and the public regarding the needs of young children and the essentials of a school program which contributes to their best development.

Many avenues may be useful toward this end. It is suggested that various media, such as radio, films, demonstrations, exhibits, meetings, and publications be utilized as channels for interpreting children to lay and professional groups.

School Plant and Equipment.—The Association of State Directors of Elementary Education recognizes that every State will be confronted with the problem of building and equipping elementary schools. If such plants are not to be stereotyped monuments to outmoded educational purposes and practices, States should direct attention to the problem of functional planning of the school plant and its equipment. The Association proposes to establish a continuing committee to bring together descriptions of best practices in providing facilities conducive to the implementation of a forward-looking elementary school program.

New Officers

Officers elected for the coming year included: chairman, R. Lee Thomas of Tennessee; vice chairman, Jennie Campbell of Utah; secretary, Helen K. Mackintosh, U. S. Office of Education. A program of studies was planned for the coming year by the new officers in cooperation with the U. S. Office of Education, and arrangements made for detailed report of the 1946 conference to be prepared and sent to the directors of elementary education in all States.

Library Service

Public Library Survey

A Nation-wide collection of basic public library data by the U. S. Office of Education, designed to include all public libraries and to cover the 1945 fiscal year, has been under way since last June. Report forms have been sent to 7,600 public libraries in continental United States and outlying parts. The public library mailing list used in this survey in the Office of Education has been currently revised in accord with information from the State library agencies.

In 32 States this national collection of public library data has been facilitated by the chief State library officers, who have distributed the report forms to local libraries, collected the returns, and reviewed them before sending them to the Office of Education. In the remaining States, at the instance of the State library agencies, report blanks have been sent directly to and returned from local libraries. Several State library agencies have sent in reports from nearly all the public libraries in their areas. Others have found it necessary to hold the reports for revision by the local librarians before sending them to the Office. By April 1, 1946, approximately 3,500 reports were received from public libraries by the Office of Education.

Wide variation in the fiscal year of public libraries throughout the United States has resulted in a steady flow of reports since the beginning of the project. Each report is edited in the Office of Education and doubtful data are verified, when necessary, by correspondence. In order that the tabulation and interpretation of the statistics reported may be completed for publication as soon as possible, it is hoped that public librarians who have not yet sent in their reports will do so promptly. Federal and State governmental agencies, social planners, and others make continual use of library statistics collected and published by the Office of Education.

Demonstrations of Public Library Service

"Books have become a necessity in an unstable world and we cannot afford to deny large numbers of our people the chance for this basic means of education," said the Hon. Emily Taft Douglas of Illinois, introducing in the House of Representatives on March 12, 1946, a bill providing for demonstrations of public library service in communities now unserved.

Pointing out that cities are repopulated from the country, and that "the quality of urban citizenry is therefore dependent on the quality of the whole country," Mrs. Douglas stressed the need for equalizing educational opportunities throughout the Nation by means of more extensive rural library service.

"The scope of a country school is meager if the students cannot supplement their reading beyond one or more basic texts," said Mrs. Douglas, whose remarks appeared in the *Congressional Record*. "Adult education," she added, "similarly becomes impossible without recourse to books. The wide-awake citizen is crippled in the pursuit of his interest if he cannot check his own experience against that of others, whether that interest lies in farming, health, child care, canning, vocational guidance, science, or politics. In a country where we, the people, are the Government, it is necessary that there should be authoritative information available throughout every section of the land."

Getting Best Results From Libraries

More extensive use of the elementary school library was the subject considered recently by the faculties of the Salisbury City Schools and the Rowan County Schools in Salisbury, N. C. The 2-day conference was devoted to plans for developing a more extensive use of children's literature and general library usage among children in the lower grades. Participating in the discussions was Nora E. Beust, specialist in libraries for children and young people, U. S. Office of Education.

Among the problems brought to the conference by the teachers of the school that created a lively discussion was: "In what ways can we as teachers get the best results from our libraries? More money is spent in the libraries than in other parts of the school program. We are not getting our money's worth. The books and materials are there, but they are not being used."

It was agreed that the services of trained elementary school librarians could do much to improve the situation. Other factors stressed were: (1) Knowledge of the library's resources by teachers; (2) information regarding the use of the library by pupils in relation to interests and needs; and (3) attention to book selection for each individual child.

"The Union Librarian"

For the information and convenience of trade-unions, the Boston Public Library issues bimonthly *The Union Librarian* in letter-size, mimeographed format.

A recent number of *The Union Librarian*, compiled by a staff member in charge of work with trade-unions, is devoted to announcements of radio programs of interest to labor, the offerings of a local labor school, and a partial list of exhibitions and lectures at the central library. Attention of trade-unionists is called to "significant magazine articles at the library" and to "books recently added to the union deposit collection" of Boston Public Library.

Suggested copy for trade-union bulletins is included in *The Union Librarian* in the form of brief reviews of current books on labor-management experiences and trends. Specific titles are suggested by the library as aids in collective bargaining.

Integral Part of the Education System

"Of just what value is the public library?" asks the librarian of Buffalo Public Library, in its *Forty-ninth Annual Report*.

Asserting that the public library is "an integral part of the system of education," the librarian points to the parallel development of community schools and libraries in the United States during past decades. He recognizes as a major function of the public school assisting students to read with under-

(*Turn to page 27*)



Representative citizens advise with U. S. Commissioner of Education.

Citizens' Federal Committee on Education Holds First Meeting

The Citizens' Federal Committee on Education, which held its first meeting April 8–9 in Washington, named as its Chairman, Thomas C. Boushall, and as its Vice Chairman, Kathryn McHale. Mr. Boushall is Chairman of the Committee on Education of the Chamber of Commerce of the United States, and Dr. McHale is General Director of the American Association of University Women.

Purposes of the newly created committee are twofold, "first, as representative citizens to act as advisers to the U. S. Office of Education; and, second, to distribute throughout the groups which they [the Committee members] represent information on services being rendered by the Office of Education." The initial conference under the leadership of Commissioner Studebaker laid the foundation for future activities of the committee.

Members of the Committee who attended the initial meeting shown in the accompanying photograph, left to right are: Don Parel, representing Edward A. O'Neal, President, American Farm Bureau Federation; John T. Corbett, National Legislative Representative, Brotherhood of Locomotive Engineers; Everett S. Lee, Chairman, Engineers' Council for Professional Development; Albert J. Harno, Dean, College of Law, University of Illinois, representing American Bar Association; P. B. Young, Sr., National Negro Publishers Association; Margaret A. Hickey, President, National Federation of Business and Professional Women's Clubs; John W. Studebaker, U. S. Commissioner of Education, who presided until the election of a permanent chairman; Walter D. Fuller, President, Curtis Publishing Company, representing the National Association of Manufacturers, and Kermit Eby, Director, Department of Education and Research, Congress of Industrial Organizations (right background);

Roland B. Woodward, Member of Committee on Education, Chamber of Commerce of the United States; Rev. W. E. McManus, representing the Very Rev. Msgr. Frederick G. Hochwalt, Director, Department of Education, National Catholic Welfare Conference; Dr. F. Ernest Johnson, Executive Secretary, Federal Council of Churches of Christ in America; Dr. Victor Johnson, Secretary, Council on Medical Education and Hospitals, American Medical Association; Robert S. Wilson, Vice President, Goodyear Tire and Rubber Company, representing the National Association of Manufacturers; Walter G. Ingalls, American Legion; Mrs. Estelle Massey Riddle, National Council of Negro Women; and Mrs. William A. Hastings, President, National Congress of Parents and Teachers.

Among those in attendance but not shown in the photograph are Thomas C. Boushall, President of the Bank of Virginia and Chairman of the Committee on Education, Chamber of Commerce of the United States: Kathryn McHale, General Director, American Association of University Women; A. S. Goss, Master, National Grange; and Florence Thorne, representing Matthew Woll, Chairman, Committee on Education, American Federation of Labor.

"The Schools are Yours"

The National Education Association, in cooperation with the National Broadcasting Company, presents a new radio series, "The Schools Are Yours!" This series goes on the NBC network Saturday, June 15, 4:30–4:45 Eastern Standard Time, for a 13-week period. In drama and commentary, accompanied by appropriate music, produced by the NBC staff in Radio City, New York, these programs will bring to American homes a weekly story of education today as teachers adapt it to the needs of a dynamic period of history. Scripts are prepared under direction of Belmont Farley of the National Education Association.

Bibliography of Music Courses of Study

THE U. S. Office of Education receives many inquiries for lists of recent courses of study. One of the fields in which there are frequent requests is that of music.

This unit listing music courses is fourth in a series of course-of-study bibliographies being issued at intervals by the Office. The material was prepared by Souci Hoover, Elementary Supervisor, Coffee County, Tenn. These courses cover various aspects of music experience in the public schools.

The first unit of the series, published in two installments, listed language arts courses; the second unit, also in two installments, science courses; and the third unit, art courses. The series began in the February 20, 1945 issue of "Education for Victory."

Courses of study listed in the series cannot be purchased from the Office, and only those marked with an asterisk (*) are available for interlibrary loan from the Office Library. Requests for such loans should be made through the local library, and should be addressed to the U. S. Office of Education Library, Washington 25, D. C. Persons wishing to secure inter-library loans are urged to check first locally or within their own State those library sources which have collections of courses of study.



Elementary School Level

Kindergarten-Primary

DELAWARE

1. Delaware State Department of Public Instruction. *Music Outlines, Grade I.* Dover, The Department, 1941. 18 p. Mimeographed.

Suggested materials and activities are listed including listening selections and songs which relate to units. A short discussion deals with rhythm bands and techniques acquired in singing which carry over to speaking and reading. Fundamental movements—running, skipping, walking—are listed suggesting stimulation by music of imaginary movements of fairies, windmills, clowns.

INDIANA

*2. Indiana State Department of Public Instruction. *A Good Start in School—A Curriculum Handbook for Primary Teachers.* Indianapolis, The Department, 1944. 184 p.

Prepared as a curriculum handbook designed to guide primary teachers, this bulletin presents no prescribed course of study but general suggestions that can be used with any textbook. Part I deals with a good start in school, part II discusses growth through experiences, and part III presents home and school relationships. Music objectives are listed followed by discussion on activities which will give the child musical experiences. Three levels of music reading ability are discussed: (1) acquaintance, (2) ability to follow, and (3) independent skill. Extensive illustrations and a brief bibliography are included.

MICHIGAN

3. Grand Rapids. Public Schools. *Early Elementary Curriculum. Vol. III*, 1944. 137 p. Mimeographed.

This bulletin for the early elementary grades (kindergarten—2) is a revised curriculum guide. Music occupies 29 pages. Creative experience, rhythmic response, and music appreciation, are discussed. Specific helps in teaching music for each grade are presented, such as: Classification of voices, nonsingers, creative experience, vocal music, instrumental music, and attainments. There is a classified suggested list of songs and a list of records. Desired types of growths in the early elementary grade are outlined, including social living, knowledges, and skills. A bibliography is included.

NEW JERSEY

4. Gloucester City. Public Schools. *Course of Study for Grade I.* 1941. 82 p. Mimeographed.

Reading, writing, arithmetic, language, literature, music, and art are included in this course of study for grade one. Music occupies 9 pages. Following an introduction, the teacher's and children's goals of attainments, materials needed, and a list of songs appropriate to each month are presented. Bibliography included.

NEW YORK

5. Olean. Public Schools. *Outline for Primary Grades.* 1943. 129 p.

Following an introductory paragraph on each subject-matter field, the separate subject fields are presented with emphasis on integration. Music is outlined for grades 1–3, presented in the form of aims, materials, procedures, and attainments.

OHIO

6. Cincinnati. Public Schools. *The Primary Manual—A Teacher's Guide, Kindergarten and Grades I, II, III.* Curriculum Bulletin 95. 1942. 578 p.

This manual incorporates into one volume all the former curriculum guides for kindergarten and primary grades. Following the general plan of the program, the subject fields

Courses of Study

The U. S. Office of Education Library is a depository for all types of courses of study from many States, cities, and counties throughout the country.

In 1938 the publication, *A Survey of Courses of Study and Other Curriculum Materials Published Since 1934*, Bulletin 1937, No. 31, was issued. This bulletin summarized course of study materials received through 1937. No follow-up study has been made from 1938 to the present time. In 1944 the Office of Education Library issued a request for courses of study from 1941 on. This fact determined the choice of the date, 1941, as the starting point for a series of bibliographies in curriculum fields that are of current interest to teachers and curriculum committees. These have appeared from time to time in *Education for Victory* and are continuing in SCHOOL LIFE through the cooperative efforts of the U. S. Office of Education Library and specialists in the various service divisions.

The listing of courses in any bibliography of this series will be limited to those received by the Library in response to its request for material, or those sent in voluntarily. Courses of the following types are not included: (1) Those in outline form which constitute merely directions for work, (2) lesson assignments or outlines based on a specific text or texts, (3) those consisting largely of quotations from various authorities or from course of study sources, and (4) those which are not dated.

are discussed. A point of view and general objectives are listed for music followed by detailed discussions on singing, listening, rhythmic development, creative activity, and introduction to notation. Many illustrations on notation are included.

7. ——— ——— *Try-Out Manual for Kindergarten.* Curriculum Bulletin 60. 1941. 142 p. Mimeographed.

Presented in this bulletin are activities, processes, possible outcomes, evaluations, procedures, and sources of material which may be helpful to the teacher as guides. The fundamental aims of music in the kindergarten program are suggested followed by means of developing them such as: Rhythm, creative interpretation, singing, selection and presentation, evaluation.

TEXAS

8. San Antonio. Public Schools. *A Tentative Course of Study for Grades I, II, III.* 1942. Not paged. Mimeographed.

In this course of study for primary grades, music occupies 7 pages. Units appropriate to each grade level are listed emphasizing integration of music with total experiences. The attainments and objectives are outlined. A list of songs which have been successfully used in the primary grades is included.

Intermediate and Upper Grades

CALIFORNIA

9. Oakland. Public Schools. *Music Course of Study, Seventh Grade.* 1943. 20 p. Mimeographed.

Planned with music as an integral part of the curriculum this bulletin shows the following ways and means of adapting music to the expressional needs of boys and girls of early adolescent age: Singing, music, reading, listening to music, music in units of work, and simple use of instruments.

NEW YORK

10. Olean. Public Schools. *Outline for Upper Grades, 7–8.* 1945. 238 p. Mimeographed.

Following the pattern of outlines for lower grades this material continues the sequence in the subject matter fields for the upper grades. Music is presented in the form of general and specific objectives, methods and processes, appreciation, a suggested plan for a lesson and books used.

Total Elementary Grade Range

CALIFORNIA

11. Bakersfield. Department of Instruction. *Curriculum Guide. Section VIII.* Supplementary Instruction Materials. 1944. 51 p. Mimeographed.

Included in this guide on supplementary instructional materials is a section on recordings (phonograph records). These recordings are listed under the following groups: Children's Records, Holiday and Seasons, Music of Other Lands and People, Music in the United States, Physical Education, Symphonic Selections, and an unclassified list.

12. Delano. Public Schools. *Curriculum Guide.* 1943. 136 p. Mimeographed.

This curriculum guide deals primarily with the framework and content of the curriculum. It is organized by grades rather than by subject matter. Sample units are included for each grade. Music is presented in the form of aims, experiences, appreciation, and outcomes with suggested correlations.

13. Fresno. Public Schools. *Fine Arts and Music, Grades Kindergarten–6.* 1941. 157 p. Mimeographed.

Consists of a general music program for grades kindergarten through 6 with a section on how the elementary and junior high school music programs can be better coordinated. Emphasis is placed on correlation of music and health. General suggestions are listed for singing in each grade, with a program for remedial work for nonsingers in the 3–6 grades. A listening unit is developed for each grade. Outline of creative music activities is presented giving procedures for development. A section is devoted to rhythms, listing a rhythm chart with title, composer, and suggested rhythmic response. General suggestions for an instrumental music program are included with a fingering chart of instruments.

14. Fresno County. Board of Education. *Manual, Public Schools.* 1941. 325 p.

A balanced program of music education as suggested in the introduction includes: Singing beautiful songs, ability to read music accurately at sight, appreciation and understanding of music, ability to create at least simple music, and whenever possible, ability to play an instrument. The introductory paragraph is followed by a discussion of each of these objectives. A list of definitions, signs, key names, and signatures is included.

*15. Los Angeles. City School District. *Instructional Guide for Teachers of Elementary Schools.* 1942. 157 p.

Discussion includes interpretation of the objectives for teaching each of the 14 subject fields, emphasizing the basic essentials of each for grades kindergarten through 6. Music is developed from the standpoint of singing, listening, and rhythmic expression. These activities are treated under the following heads: Establishing important objectives, making the program effective, and appraising pupil accomplishment.

*16. ——— ——— *Course of Study for Elementary Schools.* 1942. 301 p.

Similar to the Instructional Guide for Teachers of Elementary Schools, each of the 14 areas or subject-matter fields are presented in outline form for kindergarten through grade 6. Music is outlined for each grade in terms of what is taught, pupil accomplishment, and materials of instruction.

17. Los Angeles County. Public Schools. *Courses of Study for Elementary Schools of Los Angeles County.* 1944. 252 p.

A revision of an earlier course with suggested experiences selected from standpoint of ranges of maturity and interests of children. All subject fields are presented. Music is outlined for each grade to provide opportunity for each child to enjoy singing; listen to songs and instrumental music; create, evaluate, and improve personal competency.

18. Long Beach. Public Schools. *Guide to Music Learnings in the Elementary Schools.* 1941. 118 p. (Department of Curriculum and Child Welfare)

The introduction gives the basic philosophy of music. The guide presents a flexible program of music activities and development of materials, with suggestions to teachers for accomplishment of its objectives. Illustrations are given of creative expression through integrated experiences.

*19. Marin County. Board of Education. *Course of Study Handbook for Elementary Schools.* San Rafael, the Board, 1943. 112 p.

Music is presented as a separate course with general suggestions for all grades, plan for small rural school, and specific suggestions for each grade level.

20. Santa Monica. City Schools. *Music, Elementary.* 1941. 9 p. Mimeographed.

Music education for grades 1–6 is outlined through aims, music experiences appropriate to the grade and materials desirable for use. Reference is made to *The Teacher's Guide to Music Education,* a workbook for teachers. Orchestra and instrumental training in the elementary grades are briefly mentioned.

21. Tulare County. Board of Education. *Teacher's Guide.* 1941. 141 p.

This *Teacher's Guide* is organized as follows: Social studies as the curriculum core, special subjects integrated with this core to the greatest possible extent, special subjects to retain their identity with certain objectives of their own, and special practice for fixing skills. Music consists of 12 pages. A suggested outline is presented for developing music material in relation to any unit of work

with expectancies in music for each grade. There is brief discussion of special activities as community singing, glee club or chorus, rhythm bands, harmonica bands, and programs for special occasions.

22. Ventura County. Board of Education. *Teacher's Guide, Early and Later Childhood, Grades 1–6.* 1942. 158 p.

This guide for the selection of activities and materials for instruction at the various grade levels 1–6 includes music. Objectives are presented followed by discussions on singing, rhythms, skills, simple instruments, creative music, listening and equipment for music.

COLORADO

23. Colorado State Department of Education. *Course of Study for Elementary Schools.* Denver, The Department, 1942. 724 p.

The content of this revised course of study is divided into six major sections: Language arts, social studies, physical education, science and health, arithmetic, fine arts. All areas are interrelated. Music occupies 169 pages. The following outline is presented for music: Why music should be taught, how music might function in other activities, the program by grades, evaluating the pupil's work, suggested adaptations for schools having several grades taught by one teacher, special helps in teaching music, professional bibliography for teachers. Many practical suggestions are discussed for use of free and inexpensive materials.

IDAHO

24. Idaho. State Department of Education. *Curricular Guide Adaptable to Elementary Schools of Idaho.* Boise, The Department, 1943. 146 p. Mimeographed.

Following the discussions on educational philosophy, purposes of the curricular guide, and instructional suggestions, the subject fields are presented. Music activities are divided into three groups: Singing, rhythms, and listening. Singing is the core activity with all phases contributing to an interrelated program. Suggested lists of instructional material, equipment, and supplementary material for the teacher are included.

INDIANA

25. Indiana. State Department of Public Instruction. *Elementary School Guide.* Bulletin 150. Indianapolis, The Department, 1944. 54 p.

Music is presented briefly in this guide. Three topics are discussed: Variations in musical ability and talent, music reading, and musical experience. A chart containing grade placement of musical activities is included.

MAINE

26. Dover-Foxcroft. Public Schools. *Reports of Teacher Committees.* 1943. Not paged. Mimeographed.

Teacher-committee reports on reading, report cards, language, and music are contained in this bulletin. The brief outline on music lists general objectives and attainments for each grade. There is a suggested recommendation for a music appreciation program to be set up in this particular school.

MICHIGAN

27. Clinton County. Public Schools. *Music Outline.* 1944. Not paged. Mimeographed.

Includes organization helps for music work in rural school, outline of attainments, skills, and appreciations. Songs are listed from textbooks. There are directions for playing three singing games, "Oh Susanna," "Shoo Fly," and "Dance Duet."

28. Rochester. Public Schools. *Tentative Curriculum Program, Music, Grades Kindergarten–6.* 1941. 7 p. Mimeographed.

In the introduction, this philosophy of education is brought out, "Education is a continuous process of developmental learning to the maximum extent of each individual's ability." Aims of education, subject-matter materials, and centers of interest are given for each grade level around which the course of study evolves. Music which is a section of the general study consists of general aims, materials, procedures, and attainments for grades 1–6. It includes a short bibliography.

MISSOURI

29. Missouri. State Department of Education. *Helps for the Elementary Teachers.* Jefferson City, The Department, 1944. 82 p.

This bulletin used as a supervisory aid is a supplement to the 1942 courses of study for elementary grades. Music is presented with suggestions for integration. Many approaches to musical understanding and enjoyment are included such as: Treatment of monotones, problems of the older boy, sight reading, simple rhythmic expression, exhibit of class work, appreciation, correlation of poetry and music.

30. ——— ———. *Missouri at Work on the Public School Curriculum. Courses of Study for the Elementary Grades.* Jefferson City, The Department, 1942. 672 p.

This bulletin is a revision of a former course of study for the elementary grades. Following presentation of general purposes of education, plans, and organization of the program, the subject fields are outlined for each grade. Music is included in a section with art and literature (children's classics) presenting a unified program in fine arts through integration. General music objectives are listed. Basic attainments are outlined for each grade, including singing, rhythms, appreciation, participation, and theory. Music activities are included for units developed for each grade.

31. ——— ———. *Music and Picture Study for Elementary Schools.* Jefferson City, The Department, 1944. 28 p.

The program outlined is designed for elementary schools having one or two teachers to the school. Rote and sight reading, rhythmic expression, creative music, appreciation, picture study, the correlation of painting and music, and poetry and music are among the topics briefly discussed.

32. Kansas City. Public Schools. *Outline of Content in the Kansas City Elementary School Program.* 1944. Not paged.

Included in the general outline is a section on music. As expressed in the introduction, children need all types of enjoyable musical experiences which should extend into the home and community life. An outline consisting of overview, framework of content, achievement of essential learnings (teaching suggestions, evaluation, materials), and professional aids is included for kindergarten through grade 6.

*33. Webster Groves. Public Schools. *Aids to Teaching the Elements of Musical Theory.* 1942. 109 p. Mimeographed.

Growing out of a need for fundamental training in theory and harmony, the material in this book is suitable for either vocal or instrumental music students. It is a brief treatment of the rudiments of musical theory combined with a workbook for the student. Fifteen sections complete the book including: How music notation began, staff and notes, pitch and duration, note placement, leger lines, the scale, note heads and stems, bars and measures, time signatures, practice exercises, rhythm, notes and rests, completing measures, accents, broken measure, major scale, chromatic succession, and major scales with sharps.

MONTANA

*34. Montana. State Department of Public Instruction. *A Course of Study for Rural and Graded Elementary Schools.* Helena, the Department, 1942. 576 p.

In this curriculum study, the subjects have been presented in five groups: The language arts, fine and industrial arts, arithmetic, natural science, and social studies. By correlation, the entire program is built around the social studies. This course of study has been outlined chiefly with the needs of the rural and smaller schools in mind, although it is applicable to any situation. The sec-

tion on music consists of 30 pages. General suggestions are presented with minimum attainments followed by specific aims, procedures, and attainments for each grade. A classified bibliography is included.

New Mexico

*35. New Mexico. State Department of Education. *Curriculum Development in the Elementary Schools of New Mexico.* Bulletin 2. Santa Fe, The Department, 1944. 423 p.

Introduced by the objectives of education, each of the subject areas including music is presented. The aims and objectives of music are listed. The types of music activities discussed are: Rote singing, syllable reading, creative expression, rhythmic response, and appreciation. Suggestions are made for integration of music with other curricular activities.

North Carolina

36. North Carolina. State Department of Public Instruction. *Music in the Public Schools.* Raleigh, The Department, 1942. 158 p.

Divided into three sections the first deals with music instruction in the elementary school including fundamental principles, music ability by grades, typical activities, the place of music in the integrated program, adaptation, and materials to use in musical activities. Some units are given with emphasis on the place of music in the integrated program. The second, music instruction in the high school, is presented similarly. Section C, general activities, includes musical festivals, national music week, using the library in the music program, a study lesson on the State song and the code for the national anthem.

Oregon

37. Oregon. State Department of Education. *Course of Study—Music, Elementary Schools.* Salem, The Department, 1941. 58 p.

Following the introduction which stresses the organization of the course and general objectives, separate provision is made for two general types of schools. Part I, deals with the program for larger schools; the aims, materials, procedures and attainments are listed for each grade. Part II, is the program for rural schools; general suggestions are presented for materials, aims, and procedures. Specific procedure is listed for two groups, lower grades 1–3 and upper grades 4–8. There is a bibliography. Listings of harmful vocal habits are in the appendix.

Pennsylvania

38. Bucks County. Department of Public Instruction. *Enjoying our Music Hour.* Circular 3. The Department, 1944. 12 p. Mimeographed.

A repertoire of songs which children should have when finishing elementary grades is listed. Music appreciation is discussed suggesting the use of radio and phonograph. Musical terms, notes, rest values, and rhythmic learnings are presented. Paragraph discussions include correlation of music with American history, mentioning appropriate music to be used with each movement, seasonal songs, and songs of the Far East.

39. Erie. Board of School Directors. *A Course of Study in Art Education for Elementary Schools. Grades. 1–6.* 1941. 67 p. Mimeographed.

Outlines by grades present correlations with music, English, arithmetic, health, science, social studies, and safety. There is a suggested list of units. Art elements and media are discussed at length. Many activities are presented.

40. Lackawanna, Wyoming, Susquehanna Counties. School District. *Courses of Study for Elementary Schools.* 1944. Mimeographed.

Music is included in this general course of study. Following a general discussion on music, objectives are listed with brief discussions of each objective. Outlines of attainments for grades 1–8 are presented with activities, and high and minimum standards. Lists are included of musical words and terms, instrumental, patriotic, and community songs and music for appreciation.

South Dakota

*41. South Dakota. State Department of Public Instruction. *Course of Study for Elementary Grades.* Curriculum Bulletin 85. Pierre, The Department, 1943. 680 p.

All subject fields are included in this course of study. Music deals with aims and procedures for grades 1–8. A textbook, graded song list, and music books for teachers' reference are included.

Tennessee

*42. Tennessee. State Department of Education. Division of Elementary Schools. *Guide for Teaching in Elementary Schools.* Nashville, The Department, 1943, 116 p.

Evaluation of pupil progress is emphasized. Outline suggested as a guide in determining progress includes: Philosophy used, understanding pupils, knowledge of educational factors, personality and physical development, ways of determining and recording pupil progress. Objectives, learning experiences, pupil achievement, and suggestions for teachers are presented for each field. Music is included.

Texas

43. Mexia. Public Schools. *Course of Study in Music and Music Organizations.* 1941. 67 p. Mimeographed.

This bulletin consists of the plans, purposes, and content in outline of the music program for grades 1–7. The objectives and procedures are listed for: Rhythm band, grades 1–2; melody band, grades 3–4; choral club, grades 4–5; high school and high-school band.

Utah

*44. Utah. State Department of Public Instruction. *Music Guide for the Elementary Schools.* Salt Lake City, The Department, 1944. 87 p. Mimeographed.

This course was prepared in a summer workshop as a result of a year's directed study by teachers of the State. The purpose of the guide is to suggest methods and materials that will meet the needs of children at their varying developmental levels. Singing, physical response to music, listening to music, playing instruments, creating new responses to music, preparing for and participating in special occasions where music serves are areas discussed separately. Each area has a bibliography.

Vermont

*45. Vermont. State Department of Education. *Suggested Course of Study in Music. Grades 1–8.* Montpelier, The Department, 1942. 83 p.

An introductory chapter is devoted to the general aims in music for elementary schools. Vocal music, instrumental music, and music appreciation are treated in separate chapters giving the aims, procedures, and attainments for each grade. The appendix contains annotations of textbooks, supplementary material, and film catalogs.

Virginia

46. Virginia. State Board of Education. *Course of Study for Virginia Elementary Schools, Grades I–VIII.* Bulletin No. 6. Richmond, The Board, 1943. 553 p.

A revision of an earlier course of study deals with organizing and developing an improved instructional program providing breadth and variety of educational experiences for the child. Music is included. Suggestions are listed for developing singing as a major activity with listening, performing, and creating as contributing factors to the program.

Washington

47. Washington. Office of State Superintendent of Public Instruction. *Temporary Guide for the Elementary School Curriculum. Instructional* Service Bulletin No. 15. Olympia, The Department, 1944. 170 p.

The introductory chapter contains material which furnishes the teacher with suggestions for the areas around which the learning experiences of children can be organized. Seven subject-matter fields are presented. An effective program for rural school music based on the understanding and appreciation of music is presented in the form of goals, singing (rote and note), listening, materials, activities, use of the phonograph records, and music correlated with units of study. A more comprehensive outline is indicated for the graded school. An extensive reference list is included.

48. Vancouver. Public Schools. *A Tentative Basic Curriculum for Elementary Music Correlated with the Social Studies.* Rev. Ed. 1943. 84 p. Mimeographed.

This is a revision of the 1942 publication developed in a workshop in curriculum improvement. This curriculum guide for elementary music correlated with the social studies is developed around the general theme, "Enriching Life Through Music." Sequential areas for each grade are: First grade, In the Home and School; second grade, In the Community; third grade, In the Larger Community; fourth grade, In the Environments Unlike our Own; fifth grade, In the United States; sixth grade, In Other Regions of the World; seventh grade, In a Complex Society. Music scope for each grade is outlined according to the following plan: Interpretive singing, developing rhythm, reading, creating, and appreciating. Blanks are included for keeping records of observations, experiences, techniques, pupil activities, and materials used successfully during the term.

WISCONSIN

49. Barron County. Board of Education. *Music Pathway.* 1941. 11 p. Mimeographed.

General suggestions are followed by illustrations of calling exercises, imitations, games with notes, and music terms. Outline is presented for songs to be taught during months of the second semester. Discussions follow with stories of America's songs.

50. Kenosha County. Public Schools. *A Suggestive Course of Study for Kenosha County Elementary Schools.* 1941. 156 p. Mimeographed.

This course of study includes all subject fields of which music is a part. The whole music program for elementary grades is presented. A song repertoire is suggested, gradually built up, including folk, patriotic, national, community songs, and hymns. Through the effective use of the radio, the music program may be strengthened. Music appreciation is definitely recognized as an integral part of the whole program.

51. Trempealeau County. Public Schools. *Music Booklet. Musical Activities.* 1942. Not paged. Mimeographed.

There is a suggested outline by months of music to be taught including additional songs listed by topics, thus facilitating ease of correlation. Games and dances are briefly discussed. Some suggestions are included on creative musical expression. There is a discussion on how the harmonica band can serve as a valuable musical activity.

52. Trempealeau County. Public Schools. *Music Pathway.* 1941. Not paged. Mimeographed.

Presents in outline form goals, procedures, materials, and general suggestions for music classes. There is an outline of work for each month. Calls for nonsingers, suggested units in music, games with notes, and a supplementary song list are included.

Secondary School Level

Junior and Senior High School

CALIFORNIA

53. Fresno. Public Schools. *Tentative General Music Program for the Junior High School Level.* 1941. 65 p. Mimeographed.

Discusses the general music program for junior high school dealing specifically with vocal music, music appreciation, and activities. Suggestions to promote growth in knowledge of music are under four classifications: Early church music, classical, romantic, and modern. Selections are listed of folk and national music outlining suggestive lessons illustrating how composers used folk tunes in writing larger compositions. Music of early days and ancient civilizations is presented in a similar way. A bibliography is included.

54. Santa Monica. City Schools. *Music. Junior High School.* 1941. 7 p. Mimeographed.

Contains a brief outline of areas of instruction in general music classes, both required and elective. Choral and instrumental groups have specific aims for various types as: Glee clubs, mixed chorus, orchestra, and band.

NEW JERSEY

*55. North Arlington. City Schools. *Special Subjects Courses of Study. Music. Grade* 7–12. 1942. 10 p. Mimeographed.

This course of study deals with many units for grades 7–12 as: Frontier Days, Christmas Through Music, Down South, Music in Merrie England, and the Romance of Russia. Appreciation of music is integrated into entire course. Reading assignments and appropriate record selections are included.

PENNSYLVANIA

56. Erie. City School District. *Course of Study in General Music Education. Grades 7–9.* 1942. 38 p. Mimeographed.

General aims of junior high school music are presented with objectives which contribute to their accomplishment. Especially interesting features are the units suggested for each grade with lesson plans. A record bibliography and textbook references are included.

Senior High School

INDIANA

57. Indiana. State Department of Public Instruction. *Digest of Courses of Study for Secondary Schools of Indiana.* Bulletin No. 151. Indianapolis, The Department, 1941. 247 p.

The general plan followed in organizing this bulletin has been to block it into three sections: Part I, Program of Study; Part II, Outlines of Courses of Study; Part III, Teaching Materials, List of Textbook Adoptions. There is a uniform presentation of the outlines of the courses of study under these groupings: Textbook adoption, statement of objectives, basic content of subject, suggested teaching procedures. Music consists of 15 pages. The topics discussed include general music, special organizations, appreciation, harmony, and applied music. There is an extensive bibliography.

MONTANA

58. Montana. State Department of Public Instruction. *Teaching Is Patriotic Service.* Helena, The Department, 1943. 94 p.

This is a bulletin of suggestions for high schools. Some special programs are suggested as: Concerts, assembly programs, flag ceremonies, patriotic pageants, community activities. A brief song list for high and elementary schools and a list of band and orchestra numbers is included.

OREGON

59. Oregon. State Department of Education. *A Guide to Teachers. The Program of Studies in Oregon High Schools.* Salem, The Department, 1944. 100 p.

A brief discussion of music is presented as a part of this bulletin. Attendance, technical proficiency, theoretical knowledge, character development, and growth in musical discrimination are suggested as usable criteria in granting credit for music in high school. The content as outlined in the course of study includes 11 units.

VERMONT

60. Vermont. State Department of Education. *Suggested Band and Choral Units for High Schools.* Montpelier, The Department, 1944. 64 p.

This publication contains two suggestive units in music study for high schools which are similar to the entire elementary course published in 1942. The two units, band and choral groups, are presented in terms of specific aims and procedures. The bibliography consists of material tested by use, including annotations.

WEST VIRGINIA

61. Huntington. Board of Education. *Huntington East High School Course of Study.* 1941. 84 p. Mimeographed.

In a general course of study covering all high-school subjects, music occupies 4 pages. General and specific aims are listed with outline of content for each grade. Junior glee club, applied harmony, junior band, and orchestra are similarly outlined.

Elementary and Secondary Levels

NEW JERSEY

62. Haddonfield. Public Schools. *Instructional Guide for Teachers of the Elementary and Junior High Schools.* 1943. 66 p. Mimeographed.

This instructional guide is written by and for the teachers in Haddonfield public schools. The content is the outgrowth of many professional conferences with suggestions from staff members of Glassboro Teachers College. Music is presented briefly in the form of aim, types of experiences, activities, and equipment provided.

NORTH CAROLINA

63. North Carolina. State Superintendent of Public Instruction. *A Suggested Twelve-Year Program for the North Carolina Public Schools.* Publication No. 235. Raleigh, The Department, 1942. 293 p.

This bulletin is the result of the work done by various committees of the Twelve-Year Program Study. Part I discusses administrative problems and part II deals with various aspects of the curriculum for elementary and secondary schools. The fundamental principles of music are discussed, followed by a list of musical abilities for grades 1–8. Typical music activities for high school are presented including: Glee club, assembly singing, band, a capella choir, and orchestra.

OHIO

64. Erie County. Public Schools. *Course of Study Elementary and High School.* 1943. 303 p. Mimeographed.

A revision of a former course of study developed by county teachers, this guide is divided into four sections: General instructions and philosophy of education, elementary course of study, secondary course of study, and supplementary materials. Music is presented in the form of general suggestions, objectives, instructional materials, selected activities, and professional references for grades 1–12.

TEXAS

65. Orange. Independent School District. *Tentative Course of Study for Music.* Curriculum Bulletin No. 260. 1943. 44 p. Mimeographed.

This bulletin was prepared by a Fine Arts Committee in a Summer Curriculum Laboratory sponsored by the University and City Board of Education. Five sections are mentioned under philosophy: The learner, the curriculum, the method, the staff, and the relations of the school to the State and society in general. Section II deals with the course of study for grades 1–12. Instrumental music is outlined for junior and senior high schools and a general choral music course for senior high schools.

"He Cherished American Culture"

At age 11, Franklin Delano Roosevelt, having just finished a school examination, wrote an uncle and aunt, "Have used up five books in four weeks but I do not feel a bit tired after my Herculean work!!! I have written a composition on stamps this time but I don't think it is as good as the one on boats. I hope very much that you will write to me and tell me all about your voyage and if you do I will write letters of 25 pages to you in return."

The letter was included in Part Two of *The New Republic* for April 15, a special memorial supplement devoted to the late President.

Former Librarian of Congress, Archibald MacLeish, in the memorial supplement, speaks of Mr. Roosevelt's attitude toward American culture. Under the title "He Cherished American Culture," Mr. MacLeish states:

"A leader of profound intelligence and perception like Mr. Roosevelt understands as well as or better than the artists and the scientists that science and the arts are the means by which the continuity of a civilization is established—are indeed themselves that continuity—and that the intellectual monuments of a people are more than trophies and reminders: that they are, in the most precise sense, its life. * * *

"Libraries of democratic record—libraries in which the history of a self-governing people is set down—were objects of increasing interest to the President as time passed. When he spoke, as he often did, of his purpose to spend his life, after his retirement from public office, as a librarian, he spoke more than half in earnest. He was a conservationist of records as well as of resources. He took his duties seriously as an honorary member of the Society of American Archivists; one of its leaders recalls how a prominent American civilian-affairs officer in Italy was called to the White House to make certain that he understood the President's great concern for the protection of Italian local archives. He had the scholar's love of papers as well as the statesman's understanding of what papers mean.

"Franklin Roosevelt's continuing interest in, and concern for, the cultural life of his country must be set down as one of the dominant forces in his life. It is too early yet to say whether that interest will be reflected, as Jefferson's has been, in the character of American culture itself. It is clear, however, even now, that with the one possible exception of Thomas Jefferson, no other American President has touched so deeply and so directly the intellectual and artistic life of the Nation."

American Home Economics Association Annual Meeting

The American Home Economics Association announces its 37th annual meeting in Cleveland, June 24–27. Three half-day sessions will be devoted to each of the Association's nine professional departments, as well as to each of the six subject divisions—art, family economics, family relations and child development, food and nutrition, housing, and textiles and clothing.

Research in housing, household equipment, family economics, and child development as it benefits the Nation's families will be the theme of the meeting Thursday morning. General sessions will be held in the Hotel Statler auditorium.

Conference on Elementary Education

The Department of Elementary School Principals of the National Education Association has announced the eighth annual conference on elementary education, to be held at Syracuse University, July 8–19, 1946. "Strengthening World Organization—The Function of Elementary Schools" is the theme of the program, with emphasis on building a broader understanding of relations among races, nations, religions, and cultures.

Information concerning reservations may be obtained from Eva G. Pinkston, executive secretary, Department of Elementary School Principals, 1201 Sixteenth Street NW., Washington 6, D. C.

New Titles Issued in GI Roundtable Series

Thirteen new pamphlets of the GI Roundtable Series being prepared for the United States Armed Forces by The American Historical Association have recently been published by the War Department. The purpose of the series is "to provide factual information and balanced arguments as a basis for discussion" of all sides of current questions presented. Altogether 42 pamphlets of the series have been issued, including the following recent titles:

EM 4. Are Opinion Polls Useful?
EM 5. Why Do We Have a Social Security Law?
EM 6. Why Do Veterans Organize?
EM 16. What Makes the British Commonwealth Hold Together?
EM 17. How Free Are the Skyways?
EM 18. What Is the Future of Italy?
EM 19. Building a Workable Peace
EM 25. What Shall We Do With Our Merchant Fleet?
EM 26. Can the Germans Be Re-Educated?
EM 29. Is Your Health the Nation's Business?
EM 38. Who Should Choose a Civil Service Career?
EM 39. Shall I Go Into Business for Myself?
EM 47. Canada: Our Oldest Good Neighbor

The pamphlets are for sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 15 cents.

Victory Farm Volunteers

Commissioner Studebaker has sent the following message regarding the Victory Farm Volunteer Program to chief State school officers:

"The need for food for human beings in many parts of the world is very serious. American farmers are again being called upon to produce an abundance of food for home consumption and to feed starving millions in other parts of the world. One of the limiting factors in production is man power.

"The United States Department of Agriculture states that the farm labor situation is as critical in 1946 as it was at any time during the war. The Nation's farmers have been requested to keep production as high as the 1945 level; but domestic manpower problems, it is pointed out, continue to limit the farm labor supply.

"The Victory Farm Volunteer Program that contributed to the recruitment, training, and placement of youth as emergency farm workers during the past 3 years is continued during 1946. Public schools are again being requested by the United States Department of Agriculture to cooperate in this effort to back up the farmers with much needed additional manpower. Whatever the State Department of Education and local school authorities see fit to do to encourage the Victory Farm Volunteers will be a contribution to the production of more food for more people.

"School youth who work on farms during vacation periods will add to the needed labor supply and will have an excellent work experience that will help to develop them physically. They should develop a better understanding of farm people and an appreciation of at least some economic and food problems of people in other parts of the world, if these problems have been presented as a reason for their being requested to work on farms as Victory Farm Volunteers.

"In view of these needs and of these opportunities, may I suggest that State Departments of Education and local school systems assist in the Victory Farm Volunteer Program for 1946."

Per Pupil Expenditures in City Schools

FOLLOWING is the fourth and last of a series of tables presenting expenditures per pupil for a selected group of city school systems. The first three tables appeared as follows: Data for 45 cities of Group I, populations of 100,000 or more, "Education for Victory," June 4, 1945; data for 68 cities of Group II, populations of 30,000 to 99,999 inclusive, SCHOOL LIFE, *December 1945; data for 80 cities of Group III, populations of 10,000 to 29,999, inclusive,* SCHOOL LIFE, *February 1946.*

The range in per pupil expenditures in a small group of 74 city school systems for 1943–44 was from $38.99 to $218.39, showing that comparisons of costs between cities cannot be made between *any* two cities of similar size but must be made between cities affected by the same geographic and social conditions. The small city which is the suburb of a large city has a much different cost pattern from a similar size city which is the trading center for rural territory.

There is also a large variation in both the amount per pupil and the percentage of the total spent for the instruction account. The percentage distribution is greatly affected by the extent of the program of auxiliary services provided, health, transportation, etc., and the presence or absence of an adequate teacher-retirement system. The complete presentation of this study of expenditures per pupil in circular form will show the costs for most of the subitems making up the major items and thus to a large extent show why the costs in one city are so much greater than in another.

This table presents data for 74 cities of 2,500 to 9,999 population inclusive. In the 3 years from 1940–41 to 1943–44 the annual expenditure per pupil in average daily attendance for current expense purposes increased from $82.17 to $106.81 or approximately 30 percent.

(See table on next page.)

Total yearly current expenditure per pupil in average daily attendance, expenditure per pupil for the 6 major current expense accounts, and percent each account is of total current expense, in city school systems, 1943–1944

Group IV.—74 cities of 2,500 to 9,999 population (inclusive)

City	Total yearly current expenditure				Administration		Instruction		Operation of physical plant		Maintenance of physical plant		Auxiliary school services		Fixed charges [1]	
	1940–41	1941–42	1942–43	1943–44	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total	Expenditure	Percent of total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arithmetic mean of group IV	$82.17	$87.99	$95.89	$106.81	$6.02	5.6	$77.74	72.8	$13.12	12.3	$4.00	3.7	$4.05	3.8	$1.88	1.8
Miami, Ariz	113.14	108.92	114.52	136.90	7.84	5.7	100.37	73.3	16.12	11.8	5.55	4.1	5.80	4.2	1.22	.9
Arkadelphia, Ark		36.72	37.35	38.99	3.39	8.7	27.49	70.5	3.13	8.0	.46	1.2	2.51	6.4	2.01	5.1
Batesville, Ark	34.38	36.99	47.02	47.57	4.06	8.5	35.01	73.6	4.64	9.7	.55	1.2	1.65	3.5	1.66	3.5
Springdale, Ark	32.50	39.89	42.27	47.72	6.01	12.6	33.26	69.7	5.73	12.0	1.23	2.6			1.49	3.1
Piedmont, Calif		161.09	173.88	177.48	9.71	5.5	137.86	77.7	19.90	11.2	4.84	2.7	3.15	1.8	2.02	1.1
Pittsburg, Calif		128.14	135.97	152.04	4.92	3.2	111.43	73.3	20.21	13.3	3.94	2.6	8.94	5.9	2.60	1.7
San Rafael, Calif	175.74	182.97	175.11	187.73	7.98	4.2	134.78	71.8	24.17	12.9	5.20	2.8	12.68	6.8	2.92	1.6
Fort Morgan, Colo	82.18	94.63	104.92	108.43	4.42	4.1	74.62	68.8	13.01	12.0	3.95	3.6	10.28	9.5	2.15	2.0
Elberton, Ga		45.37	48.34	55.88	3.94	7.1	45.15	80.8	4.91	8.8	.98	1.8	.90	1.6		
Charleston, Ill	71.54	80.03	93.63	97.13	7.90	8.1	71.33	73.4	12.75	13.1	2.65	2.7	1.59	1.6	.91	.9
Paris, Ill				109.09	4.28	3.9	80.22	73.5	14.92	13.7	7.52	6.9	.72	.7	1.43	1.3
Batesville, Ind	85.85	94.64	96.77	98.09	10.54	10.7	64.67	65.9	12.35	12.6	2.34	2.4	5.32	5.4	2.87	2.9
Greensburg, Ind	82.17	85.92	91.96	103.94	4.59	4.4	78.33	75.4	17.00	16.4	3.31	3.2	.71	.7		
West Lafayette, Ind	105.93	109.28	125.48	131.35	8.48	6.5	95.45	72.7	19.02	14.5	3.52	2.7	2.52	1.9	2.36	1.8
Charles City, Iowa	80.16	86.95	99.18	106.79	4.88	4.6	76.48	71.6	17.03	15.9	4.20	3.9	1.37	1.3	2.83	2.6
Clear Lake, Iowa	81.42	78.35	90.02	105.45	6.66	6.3	78.52	74.5	16.82	16.0	2.14	2.0	.88	.8	.43	.4
Monticello, Iowa	77.08	81.64	84.38	83.46	9.10	10.9	61.48	73.7	9.92	11.9	2.77	3.3	.02	.0	.17	.2
Hoisington, Kans	73.62	76.85	75.30	79.32	5.33	6.7	58.92	74.3	13.08	16.5	1.27	1.6	.10	.1	.62	.8
McPherson, Kans	80.08	82.13	80.38	86.93	4.08	4.7	67.15	77.2	11.40	13.1	2.07	2.4	1.48	1.7	.75	.9
Wellington, Kans	65.76	65.18	68.53	81.23	4.43	5.4	63.00	77.6	11.02	13.6	1.72	2.1	1.06	1.3		
Hazard, Ky	40.17	44.85	46.29	56.22	3.55	6.3	44.43	79.0	4.57	8.1	1.92	3.4	1.08	1.9	.67	1.2
Mayfield, Ky	54.18	63.34	67.91	81.51	6.76	8.3	60.67	74.4	9.94	12.2	2.39	2.9	.59	.7	1.16	1.4
Old Town, Maine	55.87	59.78	77.45	88.81	4.56	5.1	62.65	70.5	16.94	19.1	.86	1.0	2.01	2.3	1.79	2.0
Dalton, Mass	95.85	103.42	106.09	133.65	6.49	4.9	82.32	61.6	15.86	11.9	20.57	15.4	7.57	5.7	.84	.6
Ludlow, Mass	100.84	116.20	139.95	148.07	7.54	5.1	105.29	71.1	16.35	11.0	.48	.3	16.24	11.0	2.17	1.5
Maynard, Mass	92.50	100.35	93.82	100.14	5.22	5.2	74.26	74.2	12.51	12.5	1.93	1.9	3.93	3.9	2.29	2.3
Rockland, Mass	83.77	92.60	105.66	117.24	5.82	5.0	85.48	72.9	16.46	14.0	4.11	3.5	5.37	4.6		
Ludington, Mich	91.49	99.77	99.76	126.23	4.65	3.7	94.25	74.7	16.21	12.8	5.91	4.7	4.14	3.3	1.07	.8
Cloquet, Minn	85.13	93.79	96.30	109.87	5.38	4.9	73.01	66.4	16.77	15.3	6.58	6.0	7.49	6.8	.64	.6
East Grand Forks, Minn	96.88	101.17	125.24	132.51	11.04	8.3	88.23	66.6	23.64	17.8	4.99	3.8	3.64	2.7	.97	.7
Little Falls, Minn	88.70	90.34	99.94	102.15	6.85	6.7	71.26	69.8	18.01	17.6	1.72	1.7	2.87	2.8	1.44	1.4
Bonne Terre, Mo	75.69	79.06	87.48	94.58	8.23	8.7	67.66	71.5	11.35	12.0	3.97	4.2	1.18	1.3	2.19	2.3
Monett, Mo	83.35	81.74	85.32	90.12	5.83	6.5	67.21	74.6	9.80	10.9	1.77	2.0	4.38	4.9	1.13	1.2
Crete, Nebr	80.74	77.84	91.13	99.65	8.41	8.4	72.23	72.5	12.34	12.4	1.77	1.8	3.11	3.1	1.79	1.8
Las Vegas, Nev	97.29	91.97	90.31	109.18	1.78	1.6	83.88	76.8	13.70	12.5	3.45	3.2	3.26	3.0	3.11	2.9
Somersworth, N. H		107.71	126.46	122.24	6.00	4.9	85.22	69.7	13.64	11.2	.75	.6	12.36	10.1	4.27	3.5
Dunellen, N. J	128.29	136.78	161.08	159.07	8.45	5.3	120.26	75.6	18.11	11.4	3.85	2.4	7.20	4.5	1.20	.8
Ocean City, N. J	176.27	181.76	211.84	218.39	12.84	5.9	148.78	68.1	31.50	14.4	10.04	4.6	13.53	6.2	1.70	.8
Roselle Park, N. J	120.29	128.03	138.23	149.31	8.14	5.5	114.88	76.9	16.49	11.0	5.08	3.4	3.79	2.5	.92	.6
Hot Springs, N. Mex		80.97	98.23	98.05	11.23	11.5	69.47	70.9	9.78	10.0	2.56	2.6	3.95	4.0	1.06	1.1
Portales, N. Mex	65.70	69.56	69.69	76.57	3.52	4.6	54.26	70.9	4.74	6.2	3.23	4.2	10.81	14.1		
Penn Yan, N. Y	123.29	127.08	124.16	138.76	7.92	5.7	98.02	70.6	15.70	11.3	2.47	1.8	5.07	3.7	9.57	6.9
Seneca Falls, N. Y	116.22	121.28	127.71	139.76	6.98	5.0	98.79	70.7	14.89	10.7	5.50	3.9	5.76	4.1	7.84	5.6
Tarrytown, N. Y	176.44	182.24	192.06	194.64	9.82	5.0	145.31	74.6	19.78	10.2	2.90	1.5	4.51	2.3	12.32	6.3
Albemarle, N. C	46.95	53.07	58.72	69.27	4.47	6.4	52.61	76.0	6.44	9.3	2.67	3.8	1.85	2.7	1.22	1.8
Southern Pines, N. C	49.68	55.01	63.02	80.35	6.65	8.3	62.45	77.7	7.33	9.1	1.56	1.9	.25	.3	2.11	2.6
Jamestown, N. Dak	60.65	66.32	75.76	87.84	4.19	4.8	65.95	75.1	13.51	15.4	3.37	3.8	.37	.4	.45	.5
Mandan, N. Dak	60.59		86.62	102.83	8.49	8.3	72.20	70.2	15.02	14.6	3.79	3.7	1.41	1.4	1.92	1.9
Bellevue, Ohio		100.51	120.77	123.02	9.58	7.8	83.11	67.6	19.84	16.1	5.98	4.9	.55	.4	3.96	3.2
Crestline, Ohio	82.20	85.96	93.76	93.74	6.36	6.8	69.10	73.7	11.29	12.0	1.29	1.4	3.06	3.3	2.64	2.8
Napoleon, Ohio	111.75	91.64	110.53	97.83	6.96	7.1	71.28	72.9	9.31	9.5	2.08	2.1	4.92	5.0	3.28	3.4
Wellston, Ohio	64.31	63.91	71.79	80.42	5.30	6.6	61.68	76.7	8.62	10.7	1.60	2.0	.82	1.0	2.40	3.0
Hugo, Okla		52.51	57.00	73.11	3.96	5.4	53.81	73.6	6.47	8.8	2.43	3.3	5.93	8.1	.51	.7
Pawhuska, Okla	52.58	59.29	68.52	80.28	6.73	8.4	60.01	74.8	9.36	11.7	2.47	3.1			1.72	2.1
Albany, Oreg	92.51	92.89	106.74	120.97	6.17	5.1	95.56	79.0	13.36	11.0	3.86	3.2	1.49	1.2	.54	.4
North Bend, Oreg		99.05	123.36	149.66	9.41	6.3	93.74	62.6	15.00	10.0	27.81	18.6	2.91	1.9	.79	.5
Bangor, Pa		83.76	85.27	101.55	6.45	6.4	74.81	73.7	10.29	10.1	4.17	4.1	2.07	2.0	3.76	3.7
Gettysburg, Pa	79.76	82.83	83.89	96.84	5.96	6.2	73.79	76.2	8.62	8.9	2.61	2.7	1.75	1.8	4.11	4.2
Morrisville, Pa	88.80	99.51	112.63	130.33	6.85	5.3	94.84	72.8	14.09	10.8	9.06	7.0	1.04	.8	4.35	3.3
Rochester, Pa	77.85	92.24	95.20	108.23	8.03	7.4	82.35	75.9	11.31	10.4	2.58	2.4	.59	.5	3.67	3.4
South Fork, Pa	58.56	68.29	79.31	89.59	5.57	6.2	68.38	76.3	11.76	13.1	1.58	1.8	.04	.0	2.26	2.5
Deadwood, S. Dak	114.45	134.02	147.45	159.87	11.78	7.4	113.33	70.9	25.02	15.6	5.94	3.7	3.80	2.4		
Mobridge, S. Dak	82.17	92.61	107.80	108.18	11.01	10.2	76.13	70.4	18.41	17.0	1.28	1.2	1.00	.9	.34	.3
Alice, Tex	57.45	66.31	69.65	71.93	5.94	8.3	55.58	77.3	4.98	6.9	1.52	2.1	3.41	4.7	.50	.7
Lamesa, Tex	50.47	53.71	61.79	64.57	4.95	7.7	47.56	73.7	5.31	8.2	2.79	4.6	.37	.6	3.41	5.3
Taylor, Tex		62.23	61.17	79.89	6.29	7.9	60.75	76.0	7.26	9.1	3.05	3.8	.37	.5	2.17	2.7
Murray, Utah	66.41	72.12	76.27	109.91	4.88	4.4	70.18	63.8	10.39	9.5	3.17	2.9	20.62	18.8	.68	.6
Newport, Vt	71.10	82.67	90.56	96.25	4.17	4.3	71.82	74.6	15.46	16.1	4.61	4.8	.19	.2		
Springfield, Vt	116.60	126.22	133.02	133.34	4.68	3.5	83.31	62.5	19.62	14.7	12.67	9.5	11.76	8.8	1.29	1.0
Camas, Wash	92.37	98.52	103.15	119.92	5.54	4.6	80.78	67.4	14.02	11.7	11.97	10.0	6.49	5.4	1.11	.9
Pasco, Wash	105.00		117.18	104.01	5.85	5.6	65.88	63.3	16.02	15.4	8.96	8.6	6.66	6.4	.64	.6
Puyallup, Wash		97.42	99.72	108.90	4.64	4.3	82.81	76.0	13.06	12.0	3.66	3.4	4.20	3.9	.53	.5
Oconto, Wis	75.23	76.80	82.14	100.82	8.54	8.5	76.24	75.6	13.85	13.7	.55	.5			1.64	1.6
Port Washington, Wis	87.97	97.33	99.91	108.21	7.21	6.7	77.24	71.4	17.44	16.1	5.35	4.9			.97	.9

[1] Allocated to pupil expenditure.

SECONDARY EDUCATION

The Small School Problem Again—A State Report

by W. H. Gaumnitz, Specialist, Rural Education

According to data recently presented to the North Carolina State Board of Education (see table below), there are at present 1,981 elementary schools and 606 secondary schools in that State which operate with staffs of four or fewer teachers. The significance of these data lies in the fact that there still are so many extremely small schools in a State which has for years been in the vanguard of the movement to consolidate such schools. Moreover, the administrative structure of the school system of that State is generally favorable to the consolidation of its school attendance units. The administrative unit is primarily the county rather than the local school district, and most of the school funds come from State and county sources.

Small schools of North Carolina of four or fewer teachers

School	1-teacher	2-teacher	3-teacher	4-teacher	Total
Elementary:					
White	189	130	105	92	516
Negro	610	478	264	113	1,465
Total	799	608	369	205	1,981
Secondary:					
White	12	52	207	187	458
Negro	19	31	45	53	148
Total	31	83	252	240	606
Total:					
White	201	182	312	279	974
Negro	629	509	309	166	1,613
Total	830	691	621	445	2,587

The report presenting these data concludes that "consolidation is our gravest educational need. Keeping up these small schools is costly to the State and to the local units, and the students in these small schools are deprived of the better educational opportunities they would get in larger schools equipped to give training in vocational and agricultural studies. Furthermore, the small schools cannot possibly maintain sufficient libraries and physical education facilities."

The statistics for North Carolina also reveal that teaching staffs of one or two teachers are not limited to the elementary schools. A total of 606 of the high schools employ four or fewer teachers; 114 of them employ but one or two teachers. The report pointed out that in "some of the one-teacher and two-teacher high schools the teachers have to give more instruction in studies for which they haven't prepared than in studies in which they majored in college."

While the smallness of the schools need not necessarily result in making available a poor quality of educational opportunity to rural boys and girls—often at a higher cost than in larger schools—accompanying conditions usually lead to that outcome. The number of classes to be taught and the many types of pupil needs to be served in the smaller schools call for greater resourcefulness and self-dependence on the part of teachers. This would argue for policies which would place the best trained and highest paid teachers in such schools. But it is common knowledge that the lowest salaries paid and the minimum teacher-education requirements in almost every State are found in the smallest schools.

In a small school there is always the problem: How can a small staff provide educational opportunities which the variety of children attending will consider interesting and worth while? In each elementary school there must be instruction for children of every age group. On the one extreme, the school must start properly the beginners coming to it; on the other it must prepare its adolescents for entrance into high school. Within each age group, it must be prepared to deal effectively with a variety of environmental backgrounds and scholarship.

But beyond the variety of instruction needed in the grade school, the small high-school staff must train for college that proportion of farm youth, however small, which in every community looks toward higher education. The responsibility of keeping the door to the college open to all aspiring youth rests so heavily upon the average rural high school that many provide nothing but college preparatory courses. To date only about one-third provide any kind of training in agriculture; only about two-thirds provide instruction in homemaking for rural girls and almost none for rural boys. The very difficult problem in the small high school of providing vocational orientation and specialized training to that large and growing segment of rural youth who must seek a livelihood in nonfarming industries and in urban communities has thus far scarcely been touched by most of the smaller high schools of the United States.

The best ways and means through which essential educational services can be provided at reasonable costs to all rural youth of high-school age and above need yet to be determined. The solution calls for far-reaching changes both in administrative organization and in instructional programs and techniques. The establishment in rural areas of larger units of school administration—with or without the consolidation of attendance units—is long overdue.

Whether such a unit is the county, a third or a half of a county, or the union of two or more counties is of less importance than that action programs be undertaken without delay. Small school districts cannot afford to provide the trained supervisors needed to help rural teachers achieve maximum effectiveness; they cannot afford such essentials as health services, student guidance, library services, home visitation, or special teachers of music, art, agriculture, homemaking, etc. Nor can they afford the special schools or training programs needed by youth who must leave the rural community and must be prepared to cope on equal terms with city youth with whom they will share the responsibility of a complex civic and industrial system; and they cannot afford the far-seeing leaders who will be needed to plan and operate a vitalized program of education for all American youth.

☆

Intergroup Education

"Prejudice is a sin which everyone denounces and almost no one seriously confesses . . . the possessor does not think that he has it and does not think it dangerous if he has." This brief

quotation from a speech by Ralph W. Sockman suggests why it is important to do something about intergroup education. What one school system is doing is reported at length in the February 1946 issue of *Better Teaching*, a 12-page magazine published by the Cincinnati public schools.

The Brotherhood Creed formulated by pupils in the Cincinnati schools is a constant challenge to shun intolerance and to practice good citizenship:

"I will spread no unfounded rumor or slander against any person, sect, or faith.

"I will never indict a whole people or group by reason of the delinquency of any member.

"I will daily deal with every person only on the basis of his true individual worth.

"In my daily conduct I will consecrate myself to the ideal of human equality, human fellowship, and human brotherhood."

Public school teachers, principals, and community leaders in Cincinnati shared responsibility for preparing the material published in this issue of *Better Teaching*. Brief articles, cartoons, and quotations deal with reasons for and the danger of various types of prejudice, as well as the importance of positive education to help youngsters keep free from prejudices and to neutralize those which they have acquired. Teachers and administrators will find three features of this issue especially helpful: (1) a bibliography of useful books and films; (2) suggested teaching procedures in various fields; and (3) the analysis of intergroup problems in the Cincinnati schools.

☆

Secondary Education for Veterans

University School of Ohio State University operated, during the summer quarter of 1945, a special project in secondary education for veterans. There has now appeared a report, *Secondary Education for Veterans of World War II*, descriptive of this experience. The bulletin is written by four instructors in the project and is published by Ohio State University.

The school was not a large one; only 14 veterans finished the work of the quarter. The ages of the enrollees ranged from 19 to 26. Educationally some had almost completed their high-school courses before entering military service, but some had left school so early that they could not expect to graduate by earning any set number of high-school credits. Three of them were married. Most of them were medical discharges with all the problems accompanying that condition.

On almost every page of the report one finds it emphasized that the veteran must be treated as an adult. Attendance at classes—a special problem with veterans—must be approached in ways peculiar to the problem and not by methods used with early adolescents. The program offered must be such as to appeal by its intrinsic worth, and the teaching methods employed must meet the veteran's need for individual work and his desire to get on without too many delays. The counseling must be personal and sympathetic without being patronizing. The whole program must be flexible, informal, and cordial. Above everything else, the experience with these veterans emphasizes the importance of establishing confidence—confidence of the veteran in himself, confidence in the school, and confidence in the instructor.

Among the most stimulating parts of the bulletin are the chapters dealing with the various subject areas. The discussions of English, social studies, mathematics, science, foreign languages, vocational subjects, and the arts were written by persons who did the actual instructing in these subjects.

World Affairs Week

The Providence, R. I. Department of Public Schools has published a teaching guide for classroom discussion which outlines the program used by the schools in the Ninth Annual World Affairs Week, held recently in conjunction with an adult community observance. Topics include the following presented in their relation to world peace: International Understanding, India Tomorrow, Economic Future of Europe, The Balkans, Chinese Art, Anglo-American Relations, Atomic Energy, The Small Nation, Labor, and Palestine.

The teaching guide was prepared under the direction of Elmer R. Smith, supervisor of curriculum research. Copies may be secured from Department of Public Schools, Administration Building, 20 Summer Street, Providence, R. I.

Teaching Money Management

A School Savings Charter issued by the U. S. Treasury Department will be awarded to each school which indicates to its State Savings Bond Office that it wishes to enroll in the School Savings Program "to promote understanding of the personal and national reasons for saving and to give students the opportunity to save regularly at school for the purchase of U. S. Savings Stamps and Bonds" the Treasury Department announces. Information may be obtained from the State Savings Bond Office or directly from the Education Section, U. S. Savings Bonds Division, U. S. Treasury, Washington 25, D. C.

Services of the U. S. Office of Education Available to Business Education

"Upon the business teacher, and those who train and direct him, falls the key function of helping to select, train, place, and upgrade those who will fill these jobs. The U. S. Office of Education will endeavor to supply those services which on the national level can contribute most to this end. To the tens of thousands of professional workers in the field of business education must go the important task of creating and maintaining that public interest and understanding which alone can supply the resources necessary to building a sound structure for the many phases of the broad field of business education."

With this statement, Dr. J. C. Wright, Assistant U. S. Commissioner for Vocational Education, U. S. Office of Education, concluded the Fourth Annual Delta Pi Epsilon Lecture, given at Cincinnati, Ohio. Dr. Wright's address, "Services of the U. S. Office of Education Available to Business Education," has been published in pamphlet form. Copies may be secured at 50 cents each from South-Western Publishing Company, Cincinnati, Ohio.

Suggested School Health Policies

FOLLOWING is the third and final installment of a report of the National Committee on School Health Policies, formed in 1945 by the National Conference for Cooperation in Health Education. A list of organizations represented on the Committee was published with the first installment in the January issue of SCHOOL LIFE. *The second installment appeared in the March issue.*

Health Aspects of Physical Education

Play and physical education contribute much to the health of children, but to assure the greatest values from such activities certain precautions and protective measures must be adopted and followed.

Adapting to Individual Differences

Students should choose or be assigned physical activities in accordance with their entering or subsequent medical examinations, and no activities should be prescribed or elected except as their physical status warrants. All pupils should be enrolled in physical education classes; those who by reason of illness or disability are unable to participate in the more vigorous forms of activity should be assigned to modified activity or to rest, but with full credit in any case. Where such provisions are made, no pupil need be excused from physical education enrollment. Assignment to modified programs of physical education, including corrective physical education, should be based on a physician's recommendation, and such specialized programs should be taught by qualified teachers and supervised by the school medical adviser.

When a student has been absent from school as a result of severe illness or injury, he should present, before participating in regular class activities, a physician's statement that he is physically fit to do so. All students who have been ill should be observed closely by the teachers for signs which might suggest that they are not altogether fit to participate in normal activities. Convalescents, even those recovering from colds, should not be required to participate in strenuous activities. In the absence of accurate scientific data on the subject, girls should not be required to participate in vigorous activity during the early part of the menstrual period.

The Physical Education Class Program

Pupils in the elementary school should participate daily in a guided program of play and physical education activities. The activities should be varied in nature and suitable to the needs, interests, and physical condition of pupils. Individual and sex differences must be taken into account. Pupils should be classified and grouped according to their abilities. The program should include, as a minimum, an appropriate sampling of games, rhythmics, self-testing activities, relays, formal exercises, free play, and supervised play. A number of these activities may be taught and engaged in on a coeducational basis. Separation of boys and girls for instruction and participation in activities appropriate for one sex or the other should take place beginning with the upper elementary grades. Then, instruction and supervision should be by teachers of the same sex as the students. Every opportunity should be taken to integrate physical education activities with other areas of the curriculum.

Furthermore, when they reach junior and senior high school, students should be scheduled for daily periods of physical education. The time allowed should be sufficient for students to change to appropriate clothing and to have a reasonable period of activity followed by a shower. Classes should be small enough to permit adequate instruction and activity. The teacher load should be comparable to that of other classes and appropriate to the type of instruction. Physical education class periods should be utilized for the teaching of skills, attitudes, and understandings in the program of activities.

All possible precautions should be taken to prevent accidents. Habits of safety in activity—but not overcautiousness—should be developed.

Extra-Class Programs

Interschool athletic programs should be integral parts of physical education programs and as such should be financed by school boards and completely administered by school officials. In some communities there should be a shift of emphasis from interschool to intramural programs and other desirable club activities. More young people should receive the benefits of well-directed athletic programs. Coaches should be *bona fide* members of the faculty, and preferably should be trained and hold certificates as physical education teachers, knowing the fundamentals of each sport. Coaching is teaching.

Interschool athletic leagues should be confined to senior high schools. Interschool activities for junior high school pupils should be limited to occasional invitational meets or games. Junior high school boys should not compete in American football. An extensive program of intramural activities is strongly recommended for these students. Play days may be conducted to bring together pupils in different elementary and secondary schools for socialized participation in games, but no school championships should be involved.

Health Safeguards in the Athletic Program

The health and welfare of students should be the primary consideration in planning and conducting athletic programs in secondary schools. To protect the health of competing athletes, the following policies and procedures are recommended:

Adequate medical examinations should be provided for all athletes at the beginning and as needed during each season of participation, together with medical service at all contests. Following an illness, the readmittance of a pupil to participation in athletics should be made only on a physician's recommendation, and continued under his supervision. Adequate provision should be made for obtaining and paying for medical and hospital care of injured athletes. The best obtainable protective equipment should be provided for all participants and all reasonable

precautions should be taken to prevent accidents.

Contests should be selected which will not overtax the physical capacities of immature pupils. Competition should take place only between teams of comparable ability, as determined by standardized classification on such basis as strength or age, height, and weight. These may be a part of appropriate eligibility requirements.

Playing seasons should be of reasonable duration, with no postseason contests. No preseason game should be played until athletes are well drilled in fundamentals and are in excellent physical condition. There should be no State championships and no interstate competition except between schools located near State borders. Contests should be confined to small geographic areas within the State.

Boys should participate in only two interscholastic sports per year, and those in separate sport seasons.

Interscholastic boxing should not be permitted.

Interschool competition for girls should be limited to invitational events, chiefly in the form of sports days or play-days where mass participation is emphasized. All girls' athletic activities should be taught, coached, and refereed by professionally prepared women leaders, and should be divorced entirely from any interscholastic athletic contests for boys.

Education and Care of the Handicapped

No school health program is complete unless provisions are made for the identification of handicapped students and the adaptation of programs to meet their needs. The physical and mental health of a handicapped student may be further impaired by neglect of his special problem.

Identification of Handicap

Children should be considered handicapped whose physical disabilities or mental difficulties, arising from any cause, require from the school special attention beyond that given to other children. The amount or degree of disability determines the need for special attention; the nature of the disability guides the kind of special attention to be given.

Some handicapping conditions are obvious. Others, such as certain vision and hearing defects and some mental and emotional disorders, will be detected by the teacher in daily observations and by convenient classroom tests. Screening tests, where feasible, should be employed for this purpose. Still other conditions may be reported to the school by the parents or the student's own physician; such reporting should be strongly encouraged. Other defects may be revealed through the school medical examination or through psychological tests.

Determination of the *nature and extent* of the disability, either by examination or report, is the special responsibility of the school medical adviser and psychologist or both. They should have access to special diagnostic and consultation services as needed. The *amount and kind* of special attention which the mentally or physically handicapped child shall have, is to be determined by the principal administrator of the school after consultation with the school medical adviser, psychologist, and teachers who have had or will have the pupil in immediate charge.

The school should vigorously recommend proper treatment to the parents of the handicapped child and should, if necessary, direct them to agencies for treatment. In some instances apparently irremediable handicaps will be corrected or improved by proper treatment.

Social Adjustment is Essential

The handicapped child should be treated so far as possible just as if he had no handicap. Special attention should not go beyond that absolutely necessary to enable him to go along and to get along with the class in which he is placed. On the other hand, there can be no objection to making any modifications, exceptions, or provisions in the "regular" school program which will enable the handicapped child better to adjust himself to his tasks, teachers, and mates. The child should be helped to live successfully within his limitation, even if this means doing things in different ways and at different times from other children. He should be reasonably protected from feelings of incompetency, frustration, failure, or a sense of being *too* different (though obviously somewhat different) from other children. Social adjustment is the paramount issue.

Adaptation of Regular School Program

Special provisions for handicapped pupils should be made so far as possible within the classroom to which they normally would be assigned. Assignment to special classes, even if they are within the resources of the school, should be kept to a minimum. Students in special classes should join with normal classes whenever feasible (as, for example, in sports and assembly programs) and not be kept as a completely differentiated group. In assigning pupils to special classes, due consideration should be given to mental capacity and previous educational attainments as well as to physical disabilities. Placement requires careful study of the individual pupil; there is no rule of thumb.

Among the special provisions that the school may properly make for handicapped students continuing in regular classes are the following:

Specially constructed chairs and desks—for orthopedically disabled children.

Appropriate seating arrangements—"down front" for children with vision or hearing defects.

Scheduling of classes all on one floor.

Rest periods and facilities (cots) for resting—for children with cardiac and other impairments.

Permission to attend school for only part of the day.

Adaptation of physical education requirements.

Transportation to and from school.

If a school makes adequate adaptations for individual disabilities, even children with severe cardiac, orthopedic, and other physical handicaps may obtain their education in regular classes. For some students a combined hospital and school program may be desirable for certain periods of time. Most epileptics may attend regular school but the teachers and classmates should be properly prepared in advance to understand their problem.

Special Classes

Experience has shown that special "sight-saving" classes will benefit children with vision defects of 20/70 or worse in the better eye after correction

(and certain other eye conditions subject to amelioration in such classes).

Special classes are also appropriate for children with I. Q.'s between approximately 50 and 70. However, they should have individual intelligence tests by a competent tester before being enrolled in a special class.

The so-called "slow learners," with I. Q.'s between approximately 70 and 90, should be enrolled in regular classes. Well-trained teachers will soon recognize the mental handicap of these children and sympathetically give them opportunities for success and adjustment within their range of achievement.

Part-time special classes or special periods should be provided for pupils who need lip reading instruction or speech correction. In some areas this may require an itinerant teacher.

Severely crippled students, whether their condition is caused by cerebral palsy, poliomyelitis, other disease, or accident, may benefit from a special class or special school, but they should not be enrolled in such classes if it is possible to make adaptations appropriate to their disabilities in their regular class program.

Totally blind or deaf children require particular consideration and very specialized educational attention. A planned program for locating such children is needed. They should be enrolled in classes or schools adequately equipped and staffed to provide programs of education adapted to their limitations.

Since it is the responsibility of the school to provide education for all children in a community, some provision should be made for the regular instruction of the few "home-bound" children too handicapped to be enrolled in or attend school at all. Very often these children are completely forgotten and overlooked. Home instruction by a special tutor, home teacher, or specially assigned teacher helps these children to continue their education and prevents their feeling neglected.

Teachers of the Handicapped

Special classes require teachers with good basic preparation and experience with normal children as well as special preparation for understanding and helping the handicapped. The student-teacher ratio should be lower than that in regular classes, for more individual attention is necessary in adapting educational goals and objectives, however limited, to the needs and capacities of severely handicapped children.

Qualifications of School Health Personnel

Application of sound school health policies and operation of a successful school health program obviously require personnel well-prepared for their tasks and well-qualified to solve the day-by-day problems arising out of continuing and shifting health needs.

Preservice Preparation of Specialized Health Personnel

Minimum requirements for various types of personnel frequently are embodied in certification and licensing requirements, but, whenever possible, employing agencies should utilize the more exacting qualifications recommended by professional organizations. Qualifications of school physicians and school dentists, whether employed by departments of education or departments of health, should meet or exceed those recommended by the Committee on Professional Education of the American Public Health Association. Similarly, qualifications of nurses in schools should meet or exceed those recommended by the National Organization for Public Health Nursing. Psychologists and nutritionists should meet the standards set by their professional organizations. Medical, dental, nursing, and other professional schools should give their students a better understanding of children and of school health programs.

Preservice Preparation of Teachers

Because the teacher has such an important role in the school health program, teachers colleges and other institutions preparing teachers need extensive programs of health education. The properly prepared teacher should be a healthy individual with accurate up-to-date information about health and the principles of healthful living. She should also be prepared to assume the responsibilities for the health of her students which the operation of a sound school health program has been shown to require. The specific objectives of teacher education for health education and suggestions for the content of courses may be inferred from the previous sections of this report.

Adequate health service programs must be organized in all colleges and institutions preparing teachers. Provision should be made for periodic medical examinations, effective health counseling, and suitable facilities and personnel for infirmary care. Every institution preparing teachers should have the services of one or more properly qualified health educators and of a physician and a nurse, one of whom should be full time. All students should enjoy living conditions which provide proper safeguards for health and mental efficiency and which encourage desirable standards of living.

Courses in personal and community health should be required for all prospective teachers. These courses, which are directed primarily toward helping the prospective teacher maintain or improve her own health and augment her understanding and appreciation of personal and community hygiene, should be supplemented by a course or courses that will inculcate the attitudes, knowledge, and skills required in carrying out her responsibilities in a modern school health program.

Such courses should prepare prospective teachers to: detect in children signs and symptoms denoting deviations beyond the normal range of physical, mental, and emotional health; understand the growth and developmental characteristics of children at different ages; become proficient in such procedures as weighing, measuring, and performing screening tests of vision and hearing; become acquainted with the techniques of health counseling, including methods of working with specialized health personnel and with parents; learn how to plan and conduct health instruction for various grades; and become familiar with the multiform aspects of school health programs and the cooperation which they require from specialists and from community agencies.

Part of the preservice preparation of teachers should be obtained through active participation in school health activities and supervised practice teaching.

These institutions which prepare individuals for secondary school teaching need to offer programs which prepare certain students for giving direct health

instruction. The need for specially prepared teachers in this area is now more generally recognized than in former years, and the number of teachers so prepared should increase.

Recommended qualifications for health educators have been stated and are available. While no specific standards for health coordinators or health counselors have been promulgated, such individuals should have the same preparation recommended for health educators together with several years of experience in health education or other type of health work.

In-Service Education of Specialized Personnel and Teachers

Programs of in-service education should be provided for both professional health personnel and for teachers. Parts of such programs should bring together the different professional groups engaged in school health activities; other parts are conducted most appropriately through meetings of groups with similar professional interests and backgrounds. Systematic attention to periodical and standard literature on health and health education will also prove useful. Frequently, in-service programs must be organized on a regional or State basis, although large communities may well organize independent in-service educational programs.

Professional personnel working within a school system deserve the best of specialized professional supervision in order that they may know exactly what is expected of them in the performance of their duties in the school. The health council may aid in outlining duties so that they do not conflict or overlap.

One of the great needs in improving school health programs is better professional leadership and supervision of specialized school health personnel. In most schools, the school nurse if employed by a board of education works alone; if employed by a health department she often works under a general supervisor. Part-time school physicians and dentists usually are without the benefit of professional leadership and direction, except in some large cities.

In consolidated school districts and large communities, a full-time nurse-supervisor is warranted. In other places the school may join with other community agencies, such as the health department or visiting nurse association, in obtaining a properly supervised school nursing service which is integrated both with community nursing activities and community educational efforts.

Plans should be developed to secure superior leadership for the medical and dental aspects of school health programs. Arrangements will vary, as in the case of nurses, according to local circumstances. Such professional supervision and leadership is vital to the realization of the goals of school health policies.

In most schools there are teachers whose preparation did not cover what is now included in teachers college courses in health education, child growth and development, and health care of children. If these teachers are to assume fully their functions in the school health program, it is essential that they be given in-service education. Such education is needed also to keep all teachers informed of new developments and procedures. It can be obtained through courses at teacher-preparing institutions, extension courses, or in-service units provided by local school authorities with the cooperation of health agencies, all bulwarked by appropriate books and journals.

Conclusion

In conclusion, it is plain that every school has some immediate opportunities for revising its own health policies and improving its health program. It is hoped that ideas for the betterment of health in thousands of different school situations may evolve from school health policies suggested in this statement. Progress can be made in many directions. Schools can undertake the following:

Organize a school health council;

Make provision for healthier school living by raising their standards of inspection for safety and sanitation, employing more understanding and emotionally stable teachers, paying more attention to the health of school personnel, and even by serving better food;

Improve the quality of health and safety instruction by according more time, securing better-qualified teachers, granting more scholastic credit, and providing more adequate teaching materials;

Clarify and sharpen their programs for the prevention and control of communicable diseases and avoidable accidents;

Institute wider programs of health counseling, including keener teacher observation, more frequent screening tests, and more useful medical and psychological examinations;

Enforce more adequate precautions in physical education and athletic programs;

Identify handicapped children sooner and provide more sensibly for them;

Provide in-service education to help teachers understand the health problems of children;

Participate in programs of parent and community health education; and

Seek qualified medical advisers, nurses, health educators, and other necessary specialized health personnel.

Measurable results from the application of better school health programs cannot be expected overnight—but their conscientious pursuit must inevitably be reflected in improved mortality and morbidity records as well as in happier, healthier lives for millions of human beings. A healthier America waits upon and depends upon the universal adoption of sound school health policies.

Selective Source Bibliography

General Health Policies

Health in Schools. American Association of School Administrators, 20th Yearbook. Washington, 1942.

Health Education. Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association; 2d revision; 368 p. Washington (National Education Association), 1941.

A Basic Plan for Health Education and the School Health Program. Illinois Joint Committee on School Health; 80 p. Springfield, Ill. 1944.

The Need for Policies

Solving School Health Problems. By Dorothy Nyswander. New York (Commonwealth Fund), 1942.

The Help of Many Is Needed

Community Health Organization, 3d Edition By Ira V. Hiscock. New York (Commonwealth Fund) 1939.

Provisions for Healthful School Living

Healthful Living for Children. Association for Childhood Education; 32 p. Washington, 1944.

Standards for Safety and Sanitation

Municipal and Rural Sanitation. By V. M. Ehlers and E. W. Steel; 3d edition. New York (McGraw-Hill), 1943.

School Housing Needs of Young Children. Association for Childhood Education; 40 p. Washington, 1939.

Health, Diseases, Drugs and Sanitation. Price list of publications. 130 p. Washington (Government Printing Office), 1944.

Promoting Mental and Emotional Health

Mental Hygiene in the Classroom. Joint Committee on Health Problems in Education: National Committee for Mental Hygiene, National Education Association and American Medical Association; 70 p. New York, 1939.

Mental Health in the Classroom. Department of Supervisors and Directors of Instruction, 13th Yearbook; 304 p. Washington (National Education Association), 1940.

The Health of School Personnel

Fit to Teach. Department of Classroom Teachers, 9th Yearbook. Washington, 1938.

School Food Service

Nutrition Education in the Elementary School. U. S. Office of Education in conjunction with the War Food Administration; 35 p. Washington, 1943.

Essentials of Nutrition. By H. C. Sherman and C. S. Lanford. New York (Macmillan), 1943.

Health and Safety Instruction

Physical Fitness Through Health Education for the Victory Corps. U. S. Office of Education; 98 p. Washington, 1943.

Role of Teacher in Health Education. By R. M. Strang and D. F. Smiley. New York (Macmillan), 1941.

Accident Facts. Annual Volume. National Safety Council. Chicago. 1944.

Suggested Safety Programs for Elementary, Junior and Senior High Schools. National Safety Council, Chicago.

Safety Education. American Association of School Administrators, 18th Yearbook. Washington, 1940.

Elementary School Health Instruction

First Steps in Health Education. Metropolitan Life Insurance Company, Welfare Division, School Health Bureau; 31 p. New York.

Health Instruction in the Secondary School

Health Teaching Syllabus for the Junior and Senior High Schools. Bulletin No. 1269 of the University of the State of New York; 284 p. Albany, N. Y. 1944.

School Participation in Community Health Education

Community Organization for Health Education. American Public Health Association. New York, 1941.

Health Education of the Public. W. W. Bauer and T. G. Hull; 315 p. (W. B. Saunders and Co.), Philadelphia, 1942.

Ways to Community Health Education. By Ira V. Hiscock. New York, 1939.

Services for Health Protection and Improvement

First Aid for Emergencies

First Aid Textbook, Revised. American Red Cross, Washington, 1945.

Prevention and Control of Communicable Disease

Control of Communicable Diseases, Revised. American Public Health Association, 96 p. New York. 1943.

The Common Cold, Tuberculosis, and Venereal Disease

The Modern Attack on Tuberculosis. By H. D. Chadwick and A. A. Pope. New York (Commonwealth Fund), 1942.

The Venereal Diseases. By Thurman B. Rice; 46 p. Chicago (American Medical Association).

Health Counseling and Determination of Health Needs

Health Counseling for Girls. By Margaret Leonard; 131 p. New York (Barnes) 1944.

Infant and Child in the Culture of Today. By Arnold Gesell and Frances L. Ilg; New York (Harper and Brothers), 1943.

Teacher Observation

What Every Teacher Should Know about the Physical Condition of Her Pupils. By J. F. Rogers. U. S. Office of Education Pamphlet No. 68, Revised. 36 p. Washington. 1944.

Screening Tests

An Eye Health Program for Schools. National Society for the Prevention of Blindness; 8 p. New York, 1943.

Instructions for Conducting Audiometer Tests. By Warren H. Gardner; 14 p. Washington (American Society for the Hard of Hearing), 1940.

Psychological Examinations

Psychiatric Clinics for Children with Special Reference to State Programs. By Helen Leland Witmer, New York (The Commonwealth Fund), 1940.

Dental Health

An Evaluation of Dental Health Literature. By Verne Irwin and Netta W. Wilson; St. Paul, Minn. (Bruce). 1942.

Your Child's Teeth. American Dental Association; 44 p. Chicago, 1940.

Health Aspects of Physical Education

Play: A Yardstick of Growth. By Clara Lambert; 40 p. New York (Play Schools Association), 1943.

The Public School Program in Health, Physical Education and Recreation. Presented by The Society of State Directors of Physical and Health Education; 10 p. Washington (American Association for Health, Physical Education and Recreation), 1939.

Physical Fitness through Physical Education; U. S. Office of Education, Washington, D. C. 1943.

Education and Care of the Handicapped

The Physically Below-Par Child—Changing Concepts Regarding His Care and Education. National Tuberculosis Association; 24 p. New York, 1939.

The Outlook for the Exceptional Child in Postwar America. Proceedings of the Ninth Institute, Child Research Clinic of the Woods Schools; 43 p. Langhorne, Pa., 1943.

Adaption of Regular School Program

Facts About Crippled Children. U. S. Department of Labor, Children's Bureau, Public, No. 293, 1943; 14 p. Washington, 1943.

Qualifications of School Health Personnel

Pre-service Preparation of Specialized Health Personnel

Recommended Qualifications for Public Health Nursing Personnel. National Organization for Public Health Nursing; 1942. New York.

Educational Qualifications of Health Educators. American Public Health Association, Committee on Professional Education, New York, 1942.

Educational Qualifications of School Physicians. American Public Health Association, Committee on Professional Education, New York, 1945.

Pre-service Preparation of Teachers

A Basic Plan for Student Health and Health Education in Teacher-Training Institutions. Illinois Joint Committee on School Health. Springfield, Ill., 1944.

Twenty Million Victory Gardens!

The recent National Garden Conference of the U. S. Department of Agriculture recommended a national goal of 20 million victory gardens in 1946. The new goal represents an increase of 1,600,000 over the estimated number of gardens planted last year. The recommendation is based on urgent appeals of numerous high-ranking officials for greater efforts than ever to help meet the food crisis that the world now faces.

A broad program of home and community food preservation also was outlined at the Conference as a means of saving seasonal surpluses from gardens and farms to stock shelves against winter shortages. It was emphasized that the important aim of the garden program this year should be famine relief and famine prevention.

Library Service

(*From page 10*)

standing, but he maintains that "real education is a process that continues through life and can only be secured by one's individual efforts." Primary among the means of self-education are the reading and study of printed material. "The opportunity for the use of the printed material is furnished by the public library," concludes the Buffalo librarian. "The library is, therefore, an integral part of the educational system."

Postwar Library Program

Texas Libraries, whose publication by the Texas State Library was suspended over a year ago, reappeared with the first number of its eleventh volume in March 1946. Formerly a quarterly, this periodical is now planned as a monthly news letter to libraries.

A postwar library program has been announced by the Texas State Library, including the reorganization of its own departments to obtain maximum efficiency, job analyses and time studies, expansion of its library placement activities, renovation of the library's premises, revision of library laws, achievement of an adequate State library budget, and cooperation with citizens' organizations in behalf of this expanded library program.

New Service Extended to Immigrants

A report of plans announced by Commissioner Ugo Carusi, Immigration and Naturalization Service, Department of Justice, for extended cooperation with the public schools, appears in the February issue of Monthly Review, official publication of the Department. Following are excerpts from the article.

The Immigration and Naturalization Service is now furnishing public schools with the names and addresses of immigrants soon after they arrive in this country in order that the schools may promptly inform them of the educational facilities available for preparing them for life in the United States.

For many years, the Service has cooperated closely with public schools in preparing candidates for naturalization to assume the duties and responsibilities of citizenship. This cooperative service has taken many forms, one of the earliest and most continuous of which has been providing the schools with the names of candidates for naturalization and assisting in recruiting these aliens for citizenship classes.

* * * * *

The new immigrant in many instances has to concern himself with total adjustment to a new language, new customs, new social and economic conditions and a new relationship to his government. It is at this point that he will be most receptive to the help that the school and other community agencies can give him and will profit most from the efforts put forth in his behalf. A large percentage of today's immigrants are young people; many are wives of American citizen members of the armed forces who have been stationed and married abroad. Indications are that a larger proportion of these immigrants will seek citizenship more quickly than previous immigrant groups.

The primary responsibility of preparing new Americans for functional citizenship and successful living belongs to the community and should be borne largely by the public schools. Unhappily, some communities have not yet accepted this responsibility to adult immigrants who are seeking citizenship. Fortunately, however, most communities that have an appreciable immigrant population do accept their responsibility to these future citizens. The Service is furnishing through its district offices the names and accompanying data (address, country of birth, age, sex, marital status and occupation) to the appropriate responsible administrative officials of public schools who (1) manifest a genuine interest in meeting the educational needs of the individuals to be served, (2) agree to respect the confidential nature of the data that are to be placed in their hands, (3) give assurance that safeguards will be set up to insure that no pressures will be exerted on the individuals involved, and that where personal visits are made to the immigrants only workers who have had some special preparation for the type of approach that should be made and the counsel that should be given will be used, and (4) will exercise caution to see that no discrimination is practiced.

In many communities social service agencies and various civic and patriotic organizations have rendered invaluable service both to the alien and the public school program by recruiting students and cooperating in other ways with the schools and the Service in the assimilation of foreign-born adults into the American way of life. No doubt such agencies will be as anxious to assist the local public schools in this important work in the future as they have been in the past. Section 356.8 of the Nationality Regulations provides that this Service "shall take steps to obtain the aid of and cooperate with . . . social service, welfare, and other organizations having as one of their objects the adequate preparation of applicants for naturalization for their citizenship responsibilities." Consistent with this regulation, the Service stands ready to help local public schools in arranging with suitable community agencies to render immediate assistance in carrying forward their program.

Financing the Public Schools of Kentucky

Timon Covert, Specialist in School Finance, presents the following report, based upon data supplied by J. D. Falls, Chief, Bureau of Finance, Kentucky State Department of Education.

Section 183 of the Constitution of the State of Kentucky specifies that the General Assembly shall, by appropriate legislation, provide for an efficient system of common schools throughout the State. While this section may be considered the basic constitutional provision relating to the establishment of public schools in the State, a number of other sections relate directly to them or to their support. For example, one section deals with the administration of the State's permanent school fund; one with the levying of local taxes, including those for schools; and another provides for the election of State officers, including a superintendent of public instruction.

In accordance with authority granted by and instructions in the State Constitution, legislation has been enacted which provides for the establishment of a system of common schools and for their administration, supervision, and support.

The principal provisions for administering the schools and for their financial support are described in this report. Data for the school year ended June 30, 1945, are included to show the significance of various revenue sources and of the methods of apportioning State school funds.

Units for School Administration and Support

Section 156.070, Kentucky Revised Statutes provides:

> The State Board of Education shall have the management and control of the common schools, public higher education for Negroes, public vocational education and vocational rehabilitation, and the Kentucky School for the Blind.

The foregoing statutory provision clearly indicates that the State is the paramount authority for the function of education in Kentucky. Other provisions of the law however, delegate to the 120 counties and the 156 local "independent" school districts much of the detailed responsibility for carrying the education program into effect.

The State

As already explained, there is constitutional provision for the election of a State superintendent of public instruction and legislative provision for a State board of education. This board is composed of the State superintendent, who serves as chairman, and 7 members appointed by the governor for 4-year overlapping terms "without reference to . . . political affiliation."

By constitutional and legislative provision, the State board of education has the management and control of the public schools, determines the education policy, prepares courses of study, certifies teachers, and approves local school budgets and salary schedules.

The State superintendent of public instruction is the executive officer of the State board of education. The following are among his important duties: Heading the State department of education; deciding controversies involving the administration of the public schools; supervising the taking of the school census; passing upon plans for school buildings; making annual computations for distributing State school funds; preparing rules and regulations for the transportation of pupils; receiving statistical and financial reports from school districts; auditing accounts of local school boards; and inspecting, supervising, and administering school systems. In many cases the work of the State superintendent of public instruction is carried on as functions of the executive officer of the State board of education; consequently, some decisions he makes regarding public school matters are submitted to that board for approval or disapproval.

The Counties

With the exception of "independent" districts, each county of the State constitutes a school district. That is to say, all the territory of each county not included in any independent school district or districts, constitutes a single school district. Thirty-five of the 120 counties have no independent districts within them; consequently, each of these 35 counties is a school district comprising an entire county. Each of the remaining 85 counties contains one or more independent school districts and therefore is not a complete county school district.

The schools of each county school district are administered by a board of education. Similarly the schools of the territory of each county not included in independent school districts, are administered by one board of education. In either case the board, designated "county board of education," is composed of five members, who are elected from the district at large by the voters thereof for 4-year overlapping terms of office.

The county board of education appoints a superintendent of schools and has general control and management of the public schools of the county school district. More specifically, each board of education "may establish such schools and provide for such courses and other services as it deems necessary for the promotion of education and the general health and welfare of pupils, consistent with the rules and regulations of the State Board of Education."[1] Other duties include the making of a budget setting forth the needs of the schools of the county district, recommending to the fiscal court a general property tax rate and a poll tax, not to exceed $2 on each male inhabitant less than 70 years of age, to be levied and collected for school purposes, and borrowing on the credit of the district when necessary up to 75 percent of anticipated school revenues to be collected.

County superintendents of schools are appointed for 1, 2, 3, or 4 years, as the county board of education may determine. The county superintendent of schools is the executive officer of the county board of education and advises this board on all matters pertaining to the schools of the district.

Subdistricts within county school districts.—Subdistricts exist within some, but not all county school districts. At present, 44 of the 120 counties have subdistricts ranging from 1 to 15 per county. No subdistrict may be con-

[1] *Kentucky School Laws,* 1942. Sec. 160,290, Frankfort, Ky.

tinued which has fewer than 50 white pupils of school age residing therein, unless the State board of education upon application of a county board of education authorizes the maintenance of such district as an emergency measure from year to year. Furthermore, the county board of education is authorized to abolish subdistricts. This type of district exists for the purpose of raising revenue for schools by local taxation, for nominating teachers, and for exercising, under general supervision of the county board of education, control over the school property of the subdistrict.

The voters of each subdistrict elect a school trustee and, at an election called for the purpose, decide the questions of local school taxation and bonded indebtedness for raising funds for capital outlay purposes for their schools. It is the duty of the subdistrict trustee to nominate teachers for appointment by the county board of education, to control and care for school property within the district, and with the advice of the county superintendent of schools otherwise to promote the welfare of the schools.

Local "Independent" School Districts

Any school district embracing a city of either of the first 5 classes together with any territory outside the city limits which has been or may be added for school purposes or any graded common-school district having a school census of 200 or more white children is designated "independent school district". Each school district of this type is required to maintain a 12-grade school or otherwise provide for the schooling of its children through the twelfth grade.[2] Any such district whose number of school census children falls below 200 may operate temporarily at the discretion of the State board of education.

The schools of each independent school district are administered by a board of education which, like the county board of education, is composed of five members, elected from the district at large for 4-year overlapping terms. (Neither county nor independent school board members are paid salaries, but each county school board member may be paid actual expense, not to exceed $100 a year, for attending meetings and for performing other authorized duties.)

Independent school districts vary in size from one having only 200 school census children to another comprising the largest city of the State.

[2] Colored children in certain independent districts are provided school facilities by the county school district.

Amount of Funds for the Public Schools and for the State Department of Education of the State of Kentucky, by Source, for the School Year Ended June 30, 1945

I. From the Federal Government:	
(a) For distribution to school districts:	
1. Allotment for vocational education	$514,027.61
2. Allotment for civilian rehabilitation	61,000.00
3. Allotment from National Forests	10,229.22
Subtotal	585,256.83
(b) For the State department of education:	
1. For administering the vocational education program	41,569.62
2. For administering the civilian rehabilitation program	96,511.11
Subtotal	138,080.73
Total from the Federal Government	723,337.56
II. From the State Government:	
(a) For distribution to county and independent school districts:	
1. Income from State's permanent school fund [2]	$138,937.63
2. General fund appropriation (Includes funds for general and special school purposes)	17,027,112.37
Subtotal	17,166,050.00
(b) For the State department of education (Includes funds for all expenses)	97,500.00
Total from the State Government	17,263,550.00
III. From County and Independent School Districts:	
1. From county school districts:	
(a) Funds from county district taxation	8,386,793.79
(b) Other county sources	625,204.77
Subtotal	9,011,998.56
2. From independent school districts:	
(a) Funds from district taxation	9,148,829.64
(b) Other district sources	124,385.22
Subtotal	9,273,214.86
Total from county and independent school districts	18,285,213.42
Grand total	36,272,100.98

[1] Does not include funds allotted to the State or to the schools for emergency education purposes.
[2] Paid from general fund of the State and is actually interest on the debt owned by the State to the permanent fund.

Sources of Funds for the Public Schools and for the State Department of Education

Revenues derived from public taxation for public school support in Kentucky come from the Federal Government, the State Government, and from school districts (either county or independent). For the school year ended June 30, 1945, the percentages derived from these three sources were 1.99, 47.60, and 50.41, respectively.

From the Federal Government

Kentucky, like other States, receives annual allotments from the Federal Government for vocational and rehabilitation education. The amounts for the year 1944–45 are indicated in the accompanying tabulation. In addition, 25 percent of the receipts from National Forests are returned to the respective States where collected for the benefit of public roads and public schools of the counties wherein the forests are located. The amount from this source received by the State of Kentucky for the year and used for public schools is shown in the tabulation.

From the State Government

Funds for the public schools of Kentucky which are supplied by the State Government are derived from the State's permanent school fund and from the general fund of the State. The State's permanent school fund does not exist in fact, but consists of bonds on which the State pays interest to the fund. This interest, which actually comes from the general fund, becomes a part of the annual school fund for distribution to the several school districts of the State. For the school year ended June 30, 1945, the interest on these bonds amounted to $138,938.

The legislature regularly determines the amount of funds to be provided by the State for the schools. Then that body authorizes an appropriation from the general fund of the State equal to the amount so determined, including the interest due on the permanent school fund. For the school year under consideration, the amount of $17,263,550 was provided from State sources. This includes all funds provided for general distribution, for special school purposes, and for equalization of school costs among districts.

From the Counties

The county in Kentucky does not function as an intermediate unit for the production of revenue for public schools, as it does in some States. Taxes for school purposes are levied on the property within each county school district which, as already explained, includes the entire county exclusive of any territory composing independent school districts located therein.

The county superintendent of schools, as the executive officer of the county school board, prepares a budget for the annual needs of the schools in the county district. After such budget has been approved and adopted by the county board of education, it is submitted to the State board of education for final criticism and approval. For meeting such approved budget, a tax of not less than 2.5 mills or more than 7.5 mills is levied by a county fiscal board on each dollar of the assessed valuation of the general property within the district.

In addition to a tax on general property, other taxes which may be levied locally for the public schools include (*a*) a poll tax, not to exceed $2 on each man from 21 to 70 years of age (applies to any type of school district except first class city school districts) and (*b*) taxes on certain intangibles, such as bank stock and franchise corporations.

From "Independent" Local School Districts

Provisions for raising school revenue in local independent school districts are much the same as those described for county school districts. About the only difference is in tax rates which may be levied and in the officials for making the levy and collection of taxes. The maximum rate which may be levied for current school expenses is 10 mills on the dollar of the assessed valuation in city school districts of the first and second class, and 15 mills in cities of third and fourth class and 12.5 mills in other types. The minimum tax which may be levied is 2.5 mills in all cases excepting city districts of the first class in which the minimum is 3.6 mills. The levies and collections are made by municipal fiscal officers in most cases. As in county school districts, a $2 poll tax may be levied for school purposes in all excepting city school districts of the first class.

From Subdistricts Within County School Districts

The board of education of any county school district may and, when petitioned by 40 percent of the voters of any subdistrict within the county, shall submit to the electors of the subdistrict the question of deciding whether a school tax levy shall be made for the benefit of the school or schools of such subdistrict. A majority vote in favor of such issue carries the proposition. The levy to be made in any subdistrict may not exceed 7.5 mills on the dollar of the assessed valuation within the subdistrict.

School District Bonded Indebtedness

A two-thirds majority vote of the electors of any school district is required to authorize the voting of bonds for capital outlay or other purposes. The administration of such indebtedness is regulated by constitutional provisions and legislative enactments.

Apportionment of Funds Provided by the State of Kentucky for the Year Ended June 30, 1945

The funds which the State provides for the public schools are distributed as general school aid to all school districts throughout the State, as special aid or for special purposes such as the purchase of textbooks, and to equalize school costs among the districts of the State. The amount apportioned for the school year ended June 30, 1945, on each of these three bases and the apportionment methods are described here.

I. General Aid

State funds provided for general school aid are apportioned to the school districts on the basis of the school census (children of ages 6 to 18 years inclusive). It is used for teachers' salaries only. For the school year 1944–45, funds apportioned on this basis amounted to $13,500,000.

II. Special Aids

State funds are used to supply free textbooks for pupils in grades 1 to 8 and to assist certain school districts with approved vocational and rehabilitation education programs. There are also a number of other special purposes for which State funds are used. However, only those named are described here.

(a) *Textbooks.*—State funds amounting to $500,000 are made available annually for the purchase and distribution of textbooks for use of pupils in grades 1 to 8 inclusive.

(b) *Vocational education.*—State funds are supplied to match those allotted to the State for vocational education. The distribution is administered by the State board of education serving as the State board for vocational education. For the year under consideration, $328,250 were distributed for this purpose.

(c) *Vocational rehabilitation.*—The State provides a sum annually for civilian rehabilitation to match funds for the same purpose received from the Federal Government. The amount for the year ended June 30, 1945, was $61,000. The administration is by the State board of education.

III. Equalization Aid

An apportionment [3] of $1,500,000 is made for distribution to school districts which maintain approved schools, but have insufficient revenue from all sources including the proceeds of the maximum local school tax levy and from the State apportionment on the school census basis, to equal $40 per pupil in average daily membership. State funds are distributed to any such school district whose salary schedule and budget have been approved by the State board of education equal to the difference between its available funds and the amount required to support school, computed as indicated above. The ability of school districts to support school and other relevant facts necessary for the administration of the equalization fund are determined under the direction of the State superintendent of public instruction with the approval of the State board of education.

Report From National League of Nursing Education

College girls form a larger proportion of the first-year students in western schools of nursing than in eastern schools, according to a study by the National League of Nursing Education, appearing in the March *American Journal of Nursing*.

While an average of 10 percent of the young women beginning their nursing education in 1945, throughout the United States, had 1 or more years of college credit—an increase over 9 percent in 1944—the proportion varied from 5 percent in the Middle Atlantic States to 30 on the Pacific coast. High-school graduation is a minimum requirement for all State-approved schools of professional nursing, but many give preference to students entering with advanced credits and some require 2 or more years of college work for entrance.

As between schools of nursing offering a diploma and those connected with colleges or universities offering degrees as well as diplomas, 96 percent of the Nation's 61,471 first-year students (admitted during the school year 1944–45) are enrolled in the former and only 4 percent in the latter. With relaxation of wartime pressures for accelerated courses, it is believed that the 4-year and 5-year university programs leading to a degree will attract a growing number of students who hope to qualify for responsible positions in nursing.

[3] The amount which can be distributed on bases other than actual school census basis, is limited by the State Constitution to not more than 10 percent of the total appropriation for distribution on the school census basis.

Visiting Teachers of English

Sixteen teachers of English from eight of the other American Republics have recently visited this country on U. S. Office of Education fellowships. During the first part of their visit they were divided into two groups, some studying at the University of Florida and the others at the University of Texas. Each took an intensive course in the English language, with particular emphasis on teaching English as a second language.

This work was followed by a month in different high schools and colleges, studying the educational system and participating in classroom activities. Following are the names of the teachers and the educational institutions visited, listed by countries represented:

ARGENTINA:
- Matilde Infante, Clifton High School, Clifton, N. J.
- Mrs. Haydee de Lopez Arias, John F. Hughes School, Utica, N. Y.

COSTA RICA:
- Julio Castro Barquero, Hughes High School, Cincinnati, Ohio.
- Alberto Hernan Garnier Ugalde, Henry Clay High School, Lexington, Ky.
- Virginia Zuniga Tristan, Waukesha Junior-Senior High School, Waukesha, Wis.

CUBA:
- Maria Aurora del Valle, Roosevelt High School, Washington, D. C.
- Amanda Eslaimen, Eastern High School, Baltimore, Md.
- Mercedes Rubira, Columbia College, Columbia, S. C.

GUATEMALA:
- Mrs. Marta Molina de Madrid, Olivet College, Olivet, Mich.
- Manuel Ponciano, Shortridge High School, Indianapolis, Ind.

MEXICO:
- Norberto Hernandez Ortega, Bloom Township High School, Chicago Heights, Ill.
- Berta Melgar, Jackson High School, Jackson, Mich.

PARAGUAY:
- Crispulo Adelio Romero, Sunbury High School, Sunbury, Pa.

URUGUAY:
- Mrs. Palmira Vasquez de Areco, Eastern High School, Baltimore, Md.

VENEZUELA:
- Mrs. Marita Osuna de Soto, State Teachers College, Farmville, Va.
- Rafael Herrera Fernandez, Union High School, Union, N. J.

"the defense of peace"

"The Governments of the States parties to this Constitution on behalf of their peoples declare that since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed . . ." states the preamble of the Constitution of the United Nations Educational, Scientific and Cultural Organization.

Based on this preamble, the Department of State has recently published part 1 of a pamphlet titled "the defenses of peace." Contents of the pamphlet include the following: Report to the Secretary of State from the Chairman of the United States Delegation; Final Act of the United Nations Conference for the Establishment of an Educational, Scientific and Cultural Organization; Constitution of the United Nations Educational, Scientific and Cultural Organization; Instrument Establishing a Preparatory Educational, Scientific and Cultural Commission; Resolution Adopted by the Conference; and Delegation of the United States of America.

A limited supply of part 1 of "the defenses of peace" is available free on request from: Division of Research and Publication, Department of State, Washington 25, D. C.

Consultant in Work with Schools

The Massachusetts Department of Education has announced the appointment of Sarah A. Beard as a consultant in work with schools in its Division of Public Libraries. Sixteen States now employ a librarian to serve as a consultant or supervisor of school libraries. Of these positions, 13 are in State departments of education and 3 are in State libraries.

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Report on the Cultural Missions of Mexico. By Guillermo Bonilla y Segura. Washington, U. S. Government Printing Office, 1945. 61 p., illus. (Bulletin 1945, No. 11) 15 cents.

Based on a manuscript written in Spanish by the Chief of the Cultural Missions Department of the Secretariat of Public Education of Mexico. Presents the objectives, organization, operation, achievements, and plans of the Cultural Missions Program.

State Plans for Financing Pupil Transportation. By Timon Covert. Washington, U. S. Government Printing Office, 1946. 52 p. (Pamphlet No. 99) 15 cents.

Defines the various situations wherein pupil transportation at public expense is provided in the different States, and explains the legal provisions for meeting the expense of this service.

New Publications of Other Agencies

Federal Security Agency, Social Security Board. *Social Security Yearbook, 1944.* Washington, U. S. Government Printing Office, 1945. 169 p. 50 cents.

This supplement to the *Social Security Bulletin* presents an over-all view of the problems of old age, unemployment, and public assistance benefits. Contains text, tables, and graphs.

Pan American Union. Division of Intellectual Cooperation. *Contemporary Art in Latin America: No. 2.* Washington, Pan American Union, 1945. 14 p. and 32 plates of paintings and sculpture. Unbound. 35 cents per set.

Packet contains reproductions of works by 36 artists of 16 countries, together with a booklet giving biographical sketches of the artists.

———. ———. *Children in Latin American Art.* Washington, Pan American Union, 1945. 8 p. and 12 plates. Unbound. 25 cents per set.

Prepared for use of both teachers and pupils, each picture is accompanied by two texts. One describes the work in terms designed to awaken a child's interest, and the second, a brief biographical note, is intended as a guide for the teacher.

U. S. Civil Service Commission. Library. *Efficiency Ratings, 1940–1945: a Selected List of References.* Washington, U. S. Civil Service Commission, 1946. processed. 19 p. Single copies free from Library, U. S. Civil Service Commission as long as limited supply lasts.

References cover practices in industry and commerce, as well as those in Federal, State, and local government.

U. S. Department of Agriculture. Bureau of Human Nutrition and Home Economics. *How to Tailor a Woman's Suit.* Washington, U. S. Government Printing Office, 1946. (Miscellaneous Publication 591.) 24 p. Single copies free from the Office of Information, U. S. Department of Agriculture, as long as supply lasts.

This booklet reduces suit tailoring to its simplest terms for the woman who wishes to make a suit at home.

———. Farm Credit Administration. Cooperative Research and Service Division. *Research Practices and Problems of Farmers' Regional Associations.* By Martin A. Abrahamsen. Washington, U. S. Department of Agriculture, 1946. (Miscellaneous Report No. 96) processed. 73 p. Single copies free while supply lasts from Director of Information and Extension, Farm Credit Administration, U. S. Department of Agriculture, Washington 25, D. C.

Discusses the purpose of research and indicates how research may be applied to the industrial and business activities of farmers' regional purchasing associations.

U. S. Department of Labor. Children's Bureau. *Migrants' Children Need Daytime Care.* By Ione L. Clinton. (*The Child*, vol. 10, p. 125–127, February 1946.) Single copy, 10 cents; annual subscription, $1.

An account of how this problem is being met in one State.

———. Women's Bureau. *Physicians' and Dentists' Assistants.* Washington, U. S. Government Printing Office, 1946. (Bulletin 203, no. 11) 15 p. 10 cents.

This pamphlet is one in the series which presents the postwar outlook for women in occupations in the medical and other health services.

U. S. Department of State. *The Credit to Britain: The Key to Expanded Trade.* By Dean Acheson. Washington, U. S. Government Printing Office, 1946. (Publication 2469) 16 p. 10 cents.

An address delivered before the United Nations Associations of Maryland, Baltimore, Md. February 1, 1946.

———. *"the defenses of peace." Part I.* Washington, U. S. Government Printing Office, 1946. (Publication 2547) 31 p. 10 cents from Superintendent of Documents, or single copies free from Department of State as long as limited supply lasts.

Contains documents relating to UNESCO, the United Nations Educational, Scientific and Cultural Organization, including the final act of the United Nations Conference for the establishment of the organization, the constitution, prepared at London, and resolutions adopted. Part II, separately printed, contains a summary and analysis of the Constitution of UNESCO, and related documents.

U. S. Office of Price Administration. *A Home You Can Afford.* Washington, U. S. Government Printing Office, 1946. 32 p. Single copies free from local OPA offices as long as supply lasts.

A popular presentation of the housing problem in the reconversion period.

———. *How Much Will It Cost?* Washington, U. S. Government Printing Office, 1945. 8 p. Single copies free from local OPA offices as long as supply lasts.

A brief discussion of the full production—full consumption price problems which lie ahead.

U. S. Superintendent of Documents. *Price List 53: Maps.* Washington, U. S. Government Printing Office, 1946. 37th ed. 16 p. Free from Superintendent of Documents.

A list of maps available for sale.

U. S. GOVERNMENT PRINTING OFFICE: 1946

SCHOOL LIFE

Volume 28, No. 10 ☆ Official Journal of the U. S. Office of Education ☆ July 1946

LIBRARY
JUL 11 1946
NATIONAL EDUCATION ASSOCIATION

CONTENTS

	Page
Recent Appointments in U. S. Office of Education	1
The Case of Science in the Elementary School	3
Secondary Education	6
Secondary School Life Adjustment Training for Sixty Percent of Our Youth	
Secondary School Programs for Veterans	
Extended School Services Continue	8
International Educational Relations	10
The Far East—Selected References for Teachers	
Foundations for Friendship With Neighbor Nations	
Teaching Peace Is Not Enough	
Guidance in Philippine Schools	18
School Plant Articles in Architectural Magazines	19
Permissive School Entrance Ages in Local School Systems	20
Library Service	25
Purple Heart High School	27
Educators' Bulletin Board	28
Correspondence or Directed Home Study	30
What Louisiana Has Done—A Progress Report	31
U. S. Government Announces	32

Recent Appointments in U. S. Office of Education

IN further carrying out the plan of organization "to improve the services of the U. S. Office of Education," as announced earlier by Commissioner Studebaker, five staff appointments have recently been made. These include: E. B. Norton as Director, Division of School Administration; Roosevelt Basler as Chief of Instructional Problems, Division of Secondary Education; G. Kerry Smith as Chief, Information and Publications Section, Division of Central Services; Glenn O. Blough as Specialist for Science, Division of Elementary Education; and Henry H. Armsby as Specialist in Engineering Education, Division of Higher Education.

School Administration Head

Dr. Norton, who has served as Superintendent of Education of Alabama since 1942, received his A. B. degree from Birmingham-Southern College in 1923. He pursued graduate study in educational administration at the University of Alabama. In 1942, he was honored by Alabama Polytechnic Institute with the LL.D. degree and by Birmingham-Southern College with the LH.D. degree.

His career in education began as a teacher of science and mathematics at Pike Road, Ala., where he remained 3 years. In 1927 he became principal of Rawls High School in Andalusia, Ala., from which post he was named superintendent of Covington, Ala., county schools. In this administrative position he served as executive officer of the county board of education, and planned and administered a comprehensive program of school consolidation and pupil transportation. As Superintendent of Education of Alabama, Dr. Norton has been responsible for the organization and administration of the State Department of Education, and for the general supervision of the public school system and the State institutions for teacher training.

Dr. Norton is a past president of the Alabama Association of School Administrators and of the Alabama Education Association, and has served on the legislative and executive committees of the National Council of Chief State School Officers. He recently returned from Japan, where he was a member of the educational mission to advise General MacArthur on the organization and administration of a democratic system of education in that country.

Instructional Problems Chief

Dr. Basler received the A. B. and A. M. degrees from the University of Washington, and the Ed. D. from Teachers College, Columbia University. His educational work began as a teaching fellow in the College of Education, University of Washington. After 2 years' association with the Tacoma, Wash., public schools, he became director of curriculum for all grade levels. Later he taught in summer sessions at

395265—46——1

SCHOOL LIFE

Published monthly

except August and September

Federal Security Administrator

WATSON B. MILLER

U. S. Commissioner of Education

JOHN W. STUDEBAKER

The Congress of the United States established the Office of Education in 1867 to "collect such statistics and facts as shall show the condition and progress of education in the several States and Territories;" to "diffuse such information as shall aid in the establishment and maintenance of efficient school systems;" and to "otherwise promote the cause of education throughout the country." SCHOOL LIFE serves toward carrying out these purposes. Its printing is approved by the Director of the Bureau of the Budget.

How to Subscribe

Subscription orders, with remittance, should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C. Subscription price $1 per year; to foreign countries in which the mailing frank of the United States is not recognized, $1.50. For orders of 100 copies or more to be sent in bulk to one address within the United States, the Superintendent of Documents allows a discount of 25 percent. Subscriptions may also be entered through magazine dealers. Single copies 10 cents.

Publication Office

U. S. Office of Education, Federal Security Agency, Washington 25, D. C.
Editor in Chief—Olga A. Jones.

Attention Subscribers

If you are a paid-up subscriber to *Education for Victory* you will receive SCHOOL LIFE until the expiration of your subscription as indicated on the mailing wrapper.

During the war, the U. S. Office of Education increased its free mailing lists extensively in order to serve the war effort as widely as possible. It is not possible to continue these extensive free mailing lists for SCHOOL LIFE, but the periodical is available by subscription as indicated above.

the University of Washington; was connected with the Division of Field Studies, Teachers College, Columbia University as research associate on the Pittsburgh, Pa., school survey; was curriculum workshop instructor in the University of Washington (summer session); and participated in the Newark, N. J., school survey. He left the position of superintendent of Joliet Township High School and Junior College, Joliet, Ill., to join the staff of the U. S. Office of Education.

Dr. Basler is author of numerous articles in the field of curriculum study. He is a member of the Association for Supervision and Curriculum Development of the National Education Association, the Illinois Education Association, Phi Delta Kappa, and Kappa Delta Pi.

Information and Publications Chief

Dr. Smith came to the Office of Education from West Georgia College, where, since 1942, in addition to his duties as chairman of the Division of Language, Literature and Fine Arts, he has been public relations director. His additional responsibilities included: Director of the Communication Center, chairman of the Publication Committee, consultant on public relations matters to the Georgia Teacher Education Council, and chairman of committees on FM radio for the Georgia Association of Colleges and Universities and the Georgia State Department of Education.

From 1934 to 1942 Dr. Smith taught English and social studies at the Horace Mann School and at Teachers College, Columbia University. Since 1942 he has returned (in summer sessions) to Columbia University as a visiting professor to teach school and community public relations and classroom utilization of radio and motion pictures. During 3 summers, he was business manager of the American Seminar in Europe. He has also taught during summer sessions at the College of Charleston, S. C. Among plays written and produced under his direction at the Horace Mann School of Teachers College was the Horace Mann Centennial play, "Those Who Bear The Torch," which was published by the National Education Association. During his teaching experience, he taught courses in freshman orientation at New Haven College, New Haven, Conn.; English at King School, Stamford, Conn.; social studies at Greenwood Elementary School, Des Moines, Iowa; and English and social studies at Madison Junior High School, Madison, N. J.

Dr. Smith is co-author of "Working for Democracy," and author of articles which have appeared in the *Teachers College Record*, *The Intercollegian*, and other publications. He received the A. B. degree, *magna cum laude*, from Emory University, and the A. M. and Ed. D. degrees from Teachers College, Columbia University. He is a member of Phi Beta Kappa, Phi Delta Kappa, and Omicron Delta Kappa.

Science Specialist

Mr. Blough received both the A. B. and A. M. degrees from the University of Michigan. From 1929–31 he taught science in the Mount Clemens, Mich., junior high school. Since that time, he has supervised student teaching in science, conducted extension courses in science content, and developed courses of study for grades and junior high school at State Teachers College, Ypsilanti, Mich.; was assistant professor of science at the State College of Education, Greeley, Colo.; and was instructor and supervisor of science in the University of Chicago laboratory school.

In 1942, he was assigned to the supervision of instruction in Navy schools with the rank of Lt. Comdr. In that capacity, he conducted classes in instructor training, and wrote curricula, courses of study, and other materials for Navy schools.

Engineering Education Specialist

Mr. Armsby, who is a graduate of Pennsylvania State College, was on the staff of the Missouri School of Mines and Metallurgy for 23 years. His duties there included several years of teaching, followed by administrative services as registrar and student adviser.

From 1941 until his recent appointment he was field coordinator of the Engineering, Science, and Management War Training program, which was conducted under the U. S. Office of Education. As specialist in Higher Education assigned to Engineering Educa-

(*Turn to page 19*)

The Case of Science in the Elementary School

by Glenn O. Blough, Specialist for Science, Division of Elementary Education.

The superintendent has just dropped in on the third-grade room. He has more than one interest in third grade. He is the superintendent of the school—that's one interest. His young son is in grade three—that's another.

It's a bright spring Monday morning and the boy and his father arrived together. "Hank" bears a gift for the teacher. "Look at what I got!" says Hank, extending a tin pail into which the teacher peers with the anxious, animated expression which she knows is expected by all concerned. Inside the pail, floating in a quart or so of pond water, is a fist-sized globule of colorless jelly, full of black ball-shaped objects a little larger than buckshot. More of grade three gather to gape into the pail.

"We got them yesterday in a pool by the roadside," the Superintendent volunteers.

"How interesting," says the teacher with unconvincing enthusiasm.

"What are they?" shout a chorus of boys and girls.

"Frogs' eggs," says Hank.

"Oh!" says the teacher. It's just a plain *oh*, but it's accompanied by a sigh of obvious relief.

"What are they for?" somebody asks.

"What shall we do with them?" somebody else inquires.

"What's going to happen to them?" from someone else.

"Let's take them out of the water so we can see them better," somebody suggests.

"I'm sure your teacher will know what to do with them," the Superintendent comments as he says "good morning" and leaves her with the bucket of nature lore and 25 curious third-grade minds.

But poor teacher has never seen a frog's egg before!

She doesn't know what to do with frog's eggs nor what will happen to them nor how to study them. Obviously she can't pour them down the drain when no one is looking. Actually she doesn't want to, even though that might be a simple way out. The children have evidenced a curiosity about them. She is aware that all sorts of learnings might take place if only she know how to guide them into some appropriate channel.

This isn't the first touch of the out-of-doors that's been brought inside of this third-grade room. There are cocoons (now drying up in a can on the window sill), a rock with a fossil in it, some shells from the sea, a mud wasp's nest, some milkweed pods, and several other samples of the wide world—all collecting dust on a corner shelf.

Interested But Scared!

Then there are all those questions that pop up while the children are living at school: "What makes the lights go on and off when we turn the wall switch?" "How can our fire extinguisher put out a fire?" "Why did our goldfish die?" "What's in a cloud?" "How can a big iron boat float?" Those are only a few of the problems that have come up during the year. To be sure, they interested the teacher, but they scared her too. She recognized them as science problems and that reminded her of that terrible physics course that she came near failing because she couldn't work the problems, and the zoology course where she cut up the bull frog and couldn't find the spleen and the *vas deferens*.

The plight of Hank's teacher is not unlike that of countless other teachers in the elementary school. She can manage the arithmetic. She can work the problems, and she's had a course in how to teach it. The same thing is true for reading, spelling and many of the other elementary school subjects. But science, no. She has had little background which will help her teach grade-school science, and she has little or no knowledge that helps her to know the appropriate subject matter.

Real Experiences Count Most

. And so in many schools, instruction in science in the elementary grades is poor. It varies widely from school to school and from State to State. Some teachers believe that when they tell children that Jack Frost paints the leaves in autumn and help children to produce a leaf spatter print or two, that they are teaching science. Fortunately, comparatively few of such teachers survive. Some teachers believe that if the science materials children bring to school are properly exclaimed about, placed on a table and appropriately labelled, their science teaching is accomplished. Other teachers believe that if children learn to identify a number of the birds that chirp, trees that leaf out, and flowers that blossom in the spring, they are fulfilling the requirements for science learning at the elementary level. Still others believe that reading stories about science will solve the riddle of what to do about science teaching in the grades.

Obviously, none of the foregoing even approaches a desirable state of science teaching in the grade school. Certainly science teaching should not confuse fancy with fact. Each has its place in the development of girls and boys, but they do not mix nor even form an emulsion. The science material children lug to school is interesting, useful, and it is highly desirable that pupils continue to bring such things to school, but they can hardly be relied upon to supply all of the children's experiences in science. To do so limits the experiences, tends to make the program hodgepodge, and has other undesirable aspects. These materials are useful in stimulating interest in the environment, and can be the source of inaugurating worth-while learning experiences, but they are only one of the avenues of approach. Learning the names of birds, trees, and flowers is good as far as it goes, but that's not very far. The names of things are used when there is something to be said about them. Identification, then, is a means to an end. What is learned is the important item. Reading about science is one way to get acquainted with it. No one questions its use as a tool for learning, but substituting it for real experiences with the material itself seems shortsighted.

An Organized Program

There are, however, many schools where a real science program has come into being and is flourishing. Unfor-



Courtesy Cleveland Public Schools

A resourceful science group demonstrates an experimental approach to understanding a science principle.

tunately, these are relatively few compared to the number of schools throughout the country. In these schools science is organized as a continuous program, from kindergarten through the first six grades, into the junior high school, and then the high school. It is a planned course in which each year's experiences build on those which the pupils have had previously. The course is built around significant problems in the children's environment, takes into account their interests, abilities, aptitudes, and skills. It always holds certain specific, important purposes, and all of the experiences are chosen with these purposes in mind. It attempts to keep in view the needs of the children, is continually subject to revision, and this comes nearer and nearer to meeting their needs. It takes into account things children bring to school, and the questions they ask; but obviously it goes farther.

Children who participate in such a science program as this, are—among other things—broadening their interests in the problems in their everyday environment. They are becoming more and more observing. They are coming to know the scientific principles which govern the world in which they live. They are getting acquainted with the scientific method of problem solving—learning cause and effect relationships, learning how knowledge grows, learning to be careful and accurate in their observations, to respect another's point of view, to base conclusions on fact, and, in solving a problem, to look at the matter from every side.

Some Helpful Suggestions

But there is Hank's teacher—willing but untrained. She, too, has a problem. She is typical of a large number of teachers in the elementary schools of the Nation. She realizes that the children are interested in science and she would be glad to capitalize on this interest, but how can she look at her problem from every side and then determine a course and pursue it? To her, frog's eggs, cocoons, electricity, fire extinguishers, et al., have but one side—a rather confusing, unfamiliar one that even frightens her a little. Wherein lies her help?

First of all, one thing she does *not need* is a large body of *technical* information in science. If she knew, quite thoroughly, the material in a general science and biology textbook of high-school level, she would be well on the way toward being able to help the third grade. This background, blended with her knowledge of how children learn, would give her an excellent start. Often she will have to say to her group, "Well, I don't know the answer to that question, but let's see how we can find out." And together there is investigating through experimenting, observing, reading, and other appropriate activities. Some of the best teaching of elementary science in America today is being done under such circumstances. No teacher can wait until she can answer *all* of the questions in science which her children ask, for if she does, she will never begin her science teaching.

She needs to build up her own first-hand experiences through performing simple experiments herself, taking observation field trips, observing good science teaching by more experienced science teachers. She needs also to read as much science as she can, to enlarge her background.

A good course of study or a handbook in elementary school science will help her, too; but she should be able to choose from several units the ones that seem most appropriate to her group. Then with a skeleton outline to follow, she can proceed to organize her activities in science to accomplish certain worthy purposes.

A college survey course in the physical and natural sciences will be of inestimable help to her, if it is geared to her needs as an elementary teacher. It should be nontechnical in nature—not full of difficult useless details and terminology, but designed to help her answer children's questions. It should give her experience with the actual use of simple experimental apparatus. It should show her how to make simple apparatus, and where to buy what she and the children cannot make. It should show her some of the methods for teaching science to children and acquaint her with elementary science books, references, free materials, and visual aids. One of the most valuable experiences this teacher and her contemporaries could have during a summer, would be to participate in such a college course.

She should learn to make the greatest possible use of the help her environment is bulging with—the woodlots and the park, the specialists in her community, the local museum, the town library, the junior high school and the high school science teachers, and the countless other

similar sources that are of inestimable use to her.

After the teacher has built up her background of experience in science, let the Superintendent come in with his son Hank and the ball of frog's eggs, and see what happens. The third grade will be making some careful observations. The children will watch the eggs develop. They will try out simple experiments with them. They will use reference material, too, to answer their questions, and their teacher will lead them to explore other related interesting problems, such as, how animals change as they grow, how they protect themselves, obtain food, are economically important, and are related to other living things in the world. The matter of directing the learning of science in the elementary school needs to be considered from every side, but before our teachers in the elementary school can do so, they must themselves have help to see the sides.

Some Explorations for Teachers

So, if you are a teacher in an elementary school, and are interested in doing a better job of teaching girls and boys science, try building yourself a curriculum from the following ideas:

Enroll in a summer school course in science at the elementary school level, either a course in methods for teaching science—if your background is already adequate—or in a survey course in science subject matter if that is what you need. Indicate to your instructor early in the course your interests and problems and ask him to help you.

Or, if you have some background in grade-school science teaching, search for a workshop where you can be free to work on your problem. Read books, courses of study, and any other pertinent material. Use the science laboratory. Confer with other teachers and with supervisors and principals. Then, on the basis of what you have learned, sit down and make a tentative plan for a year's science work in the grades. Let it be a skeleton outline, with aims, activities, and procedures that you can drag out of your closet in the autumn.

Spend a few days exploring your school and community for the resources that you can call on for help in enriching your science program. Find out what science there is in your school yard, in the nearby park and woodlot. Discover who in your community has information, skill, or materials that you can use. Explore the school environment to find out what is at hand to use as a source of field trips that will serve a useful purpose in your program—the city water purification plant, a museum, an observatory, a telephone exchange, a zoo, a manufacturing plant, or any other similar source. Talk with your supervisor and get as much help as possible.

If you don't attend an organized summer school, give yourself a home study course in science. Get a high-school science teacher to lend you copies of textbooks in general science and biology. Get additional material from your local library. Do as many of the suggested activities as you can. Study any available outlines on science and then begin to assemble your ideas into a plan for your science teaching program.

Some Explorations for Administrators

If you are a superintendent, curriculum coordinator, principal, or supervisor in the elementary grades and are not satisfied with your science teaching and want to help your teachers, explore some of the following suggestions:

Discuss the possibilities already described with your teachers, encourage them by your suggestions, and plan with them. Help the teachers by urging them to try science teaching even though they may feel hesitant because of their limited backgrounds.

Try to make available to them as much material as possible, i. e., courses of study, books, and other reference materials and magazines.

Enroll the assistance of local junior high school and high school science teachers through meetings in their science rooms, so that elementary teachers can see science materials.

If feasible in your situation, establish a science committee of interested teachers to work cooperatively on the development of a science outline for the entire school system. This initial attempt can form the basis of a course of study to be issued at some future time, but always considered tentative—open to improving suggestions.

Books Relating to Immigration and Naturalization

In response to many requests from teachers and students for information about books relating to immigration and naturalization, Victor P. Morey, Specialist in Educational Services, U. S. Department of Justice, has prepared a *Selected Bibliography on Citizenship Education, Cultural Backgrounds, and Assimilation of the Foreign-Born in the United States.*

The publication contains lists of materials pertaining to administration, philosophy, and methods of adult education; Federal textbook on citizenship for candidates for naturalization; reading materials for candidates for naturalization; historical and legal aspects of immigration and naturalization; ethnic, nationality, and culture groups in the United States; biography and autobiography of foreign-born Americans; and the immigrant in fiction.

Copies of the 30-page mimeographed bibliography may be obtained by writing to the U. S. Department of Justice, Immigration and Naturalization Service, Franklin Trust Building, Philadelphia 2, Pa.

Vocational Education Resolution

The Federal Advisory Board for Vocational Education at a meeting held April 17, 1946, unanimously adopted the following resolution:

Whereas: The attention of the Federal Advisory Board for Vocational Education has been called to (1) the difficulties of implementing the educational provisions of the G. I. Bill of Rights in institutions which have varying policies relating to tuition charges, and (2) the lack of adequate funds at State and local levels to approve places of employment for training purposes and for supervision of training on the job,

Be it therefore resolved: That the Federal Advisory Board for Vocational Education herewith urge the Congress and other appropriate Federal agencies to correct the deficiencies mentioned above (1) by assuring promptly to veterans in every State the educational benefits provided by the G. I. Bill of Rights, and (2) by providing to State and local agencies the funds necessary to the proper approval of places of employment for training purposes and for proper supervision of training on the job.

SECONDARY EDUCATION

Secondary School Life Adjustment Training for Sixty Percent of Our Youth

by Maris M. Proffitt, Assistant Director, Division of Secondary Education

At a meeting of the Consulting Committee on *Vocational Educational in the Years Ahead*, which was held in Washington, D. C., in 1945, a resolution having to do with life adjustment training of a majority of secondary-school-age pupils was adopted. The resolution, which was presented by Dr. Charles A. Prosser, follows:

> It is the belief of this conference that, with the aid of this report in final form, the vocational school of a community will be able better to prepare 20 percent of its youth of secondary-school age for entrance upon desirable skilled occupations; and that the high school will continue to prepare 20 percent of its students for entrance to college We do not believe that the remaining 60 percent of our youth of secondary-school age will receive the life adjustment training they need and to which they are entitled as American citizens—unless and until the administrators of public education with the assistance of the vocational education leaders formulate a comparable program for this group.
>
> We, therefore, request the U. S. Commissioner of Education and the Assistant Commissioner for Vocational Education to call at some early date a conference or a series of regional conferences between an equal number of representatives of general and of vocational education—to consider this problem and to take such initial steps as may be found advisable for its solution.

The resolution was transmitted to Commissioner Studebaker, who directed the Division of Vocational Education and the Division of Secondary Education of the Office to collaborate in the preparation of plans for carrying into effect the Prosser Resolution. A 2-day conference, composed of representatives from both the Office of Education and outstanding persons in the field of secondary education, was held this spring in New York City to discuss and give counsel relative to the agenda for the conferences to be called in accordance with the Prosser Resolution, the kind and number of such conferences, and the techniques and practices to be employed in conducting them.

Persons attending the conference included:

Charles F. Bauder, Director of Vocational Education, Public Schools, Philadelphia, Pa.

Edward Berman, Assistant Superintendent of Schools, Bayonne, N. J.

C. L. Cushman, Associate Superintendent of Schools, Philadelphia, Pa.

Paul E. Elicker, Executive Secretary, National Association of Secondary-School Principals, Washington, D. C.

Roy G. Fales, State Supervisor of Industrial Arts, State Education Department, Albany, N. Y.

Hamden L. Forkner, Head, Department of Business Education and Vocational Education, Teachers College, Columbia University, New York, N. Y.

Will French, Teachers College, Columbia University, New York, N. Y.

Harry V. Gilson, Commissioner of Education, Augusta, Maine.

Raymond A. Green, Principal, Newton High School, Newton, Mass.

W. Howard Martin, Supervisor of Agricultural Education, State Department of Education, Montpelier, Vt.

John A. McCarthy, Assistant Commissioner, Director of Vocational Education, State Department of Public Instruction, Trenton, N. J.

Charles A. Prosser, Former Director of: (1) Federal Board for Vocational Education; and (2) Dunwoody Industrial Institute, Minneapolis, Minn.

Heber H. Ryan, Assistant Commissioner and Supervisor of Secondary Education, State Department of Public Instruction, Trenton, N. J.

M. Norcross Stratton, Director, Division of Vocational Education, State Department of Education, Boston, Mass.

A. L. Threlkeld, Superintendent of Schools, Montclair, N. J.

Representatives from the U. S. Office of Education:

Galen Jones, Director, Division of Secondary Education and Chairman of the Conference.

Roosevelt Basler, Chief, Instructional Problems, Division of Secondary Education.

Raymond W. Gregory, Deputy Director of Surplus Property Utilization.

Layton S. Hawkins, Chief, Trade and Industrial Education Service.

Maris M. Proffitt, Assistant Director, Division of Secondary Education.

C. E. Rakestraw, Consultant, Employee-Employer Relations.

J. C. Wright, Assistant Commissioner for Vocational Education.

Problems Considered by Conference

The conference highlighted the background information on present conditions to serve as a frame of reference for the discussions under the Prosser Resolution. It recognized that various organizations and individuals have recently expressed a similar concern for the majority of secondary school pupils who are not receiving proper training for their life adjustment. It emphasized agreement with such educational needs of youth as are listed by the Educational Policies Commission. It called attention to the existence of a perpetually growing class of illiterate citizens and their less literate children. It pointed out that increased delinquency among youth of high-school age—of both sexes—accompanies a corresponding delinquency in high-school attendance, and that, in the words of Dr. Prosser, "Crime has become a young man's profession in this country."

Dr. Prosser further said that "social and economic facts point to the failure of our total educational system to meet the real need of an efficient life adjustment training for America's young people. The vocational education forces of the country have a potential service to the high schools of the Nation involved in the adjustment of these youth. The foregoing sad tales of the social and economic maladjustment of millions of America's citizens is evidence enough of the failure of the vocational education forces to render the service they should. They also indicate unmistakably a failure on the part of the general high school itself. Thus the tale constitutes a general indictment of both services. All the evidence shows that both of us are just poor sinners!"

From the discussions that ensued, the conference indicated a definite interest in certain problems, and thereby expressed its belief in their relevancy for the Prosser Resolution. Among such

considered were: Identification of the youth with which the resolution is concerned—their characteristics, their total number, their early discovery, the means to be used in determining them; the educational needs of these youth and the kinds of educational programs that will be adequate and proper for them; the provisions that schools will need to make in order to furnish youth feasible and desirable programs.

The conference endorsed the proposal of the resolution for a series of conferences and brought out the view in discussions that the resolution represents the most important problem confronting secondary education today.

Regional and National Conferences

The Office of Education has planned four regional conferences. These will be followed by a national conference to review the whole problem and to propose a program of action as a basis for the preparation of a report to be made public through the Office of Education. The first of the four regional conferences was planned for Chicago in June. This will be followed later in the year by conferences at Denver, San Francisco, and Chattanooga. After the work of these conferences has been reviewed, the agenda will be developed for the national conference to be held at the Office of Education. To expedite discussion, the regional conferences are being kept small. Each member is selected with reference to his qualifications for contributing in a specific way to the cause of the resolution.

It is emphasized that the search for the solution—or even a partial solution—of the problem involved will be long and complex. Many believe that its importance warrants any effort which gives promise of value in planning an effective program for life adjustment of these youth who have been neglected in our total program of secondary education.

The first step is to bring about open, frank, and intelligent discussion of: (1) The educational needs of these young people; (2) the shortcomings in our educational programs that have led to failure on the part of individual schools to provide adequate and proper opportunities for them; and (3) suggestions, born out of experience, which seem to have sufficient merit to warrant detailed study and experimentation. Out of the considered judgment of those called into regional conferences, and finally those who meet in the national conference for further deliberation on the problem, it is hoped that recommendations may come which will start secondary education on the way to provide, more adequately and properly, for more American youth than have been so served by our public school systems.

For this purpose, the Office of Education invites suggestions from anyone whose experience and study convinces him that he may make a contribution to the grist of questions for consideration at the conference table. At the same time the Office cautions that it will not—until the report following the national conference is written—be in position to formulate for dissemination, a program of recommendations relative to the resolution. The Office is eager to avoid any untimely crystallization of thought regarding what the solution should be. It believes that progress will be made most surely by: (1) Drawing conclusions only when there has been adequate examination of all proposals, and critical analysis of supporting evidence; (2) recommending changes in practices—to be taken one step at a time as conditions warrant—only when they are deemed advisable and feasible in the light of past experiences; and (3) keeping the discussion open on a Nation-wide basis in order to secure the most intelligent developments of programs for the education of youth.

☆

Secondary School Programs for Veterans

A survey of the special educational opportunities provided for veterans in the public secondary schools of the States and Territories of the United States has been completed by the U. S. Office of Education. A postal-card questionnaire covering 10 items of information mailed to all public senior high schools of 500 or more students served as the basis for the survey.

Reports received have provided a directory of the public school systems where special educational opportunities are available to veterans. Information on the location of these programs in any given area may be obtained from the Committee on Veterans' Education, U. S. Office of Education, Washington 25, D. C.

Information From Survey

The survey secured information on the veterans' postwar education programs at the secondary school level. Within the limits imposed by a postal card questionnaire, the reports gave information on: (1) Levels and general types of training offered in special classes for veterans; (2) additional programs planned by October 1, 1946; (3) admission policies operating with special groups of veterans; and (4) tuition charges for each of these groups.

An overview of the situation showed that 881 of the 1,574 schools reporting were making or planned to make special provisions for the veteran. Of these, 583 had such programs in operation; 137 planned to institute them by the fall of 1946; and 161 were in a position to refer veterans to special classes in neighboring schools. The remainder of the 1,574 schools were accounted for in 398 cases where regular classes were open to veterans and 295 cases of reports which gave no special information. It is assumed that many of the last-named group, as well as the large number of schools not reporting, admit veterans to regular classes. The questionnaire did not deal with that particular practice.

The reports on curricula offered in separate veterans' schools and classes indicated that 451 of the 583 special curriculum programs reported included classes aimed at regular high-school graduation, while 354 of the group offered classes for specific occupational training. Only 77 of the schools reported special veteran programs at the elementary level. It should be borne in mind, however, that only high schools were included in the survey; special programs operating in the elementary schools of a community may not have been mentioned.

A considerable number of volunteer addenda on the questionnaire and special letter reports gave some information on the method of conducting the veteran programs. Prominent among these were the operation of accelerated schedules wherein the veteran may

proceed as rapidly as his ability permits, the use of the General Educational Development tests and other types of equivalency examinations, and the use of supervised correspondence courses.

Admission Policies

The information given on admission policies may be summed up in two simple tables. The number of schools which admit or plan to admit the groups of veterans inquired about are:

Veteran Groups	*Number of Schools*
Resident veterans over 21 years of age	639
Out-of-district veterans	531
Out-of-State veterans	377

The percentage of these schools which will charge tuition from the various veteran groups are:

Veteran Groups	*Percentage of Schools*
Resident veterans over 21 years of age	29.7
Out-of-district veterans	51.6
Out-of-State veterans	57.4

The most significant point noted regarding tuition was that 42.6 percent of the schools did not charge tuition from any of the groups admitted. Many of the schools reported semester rates, term rates, course rates, etc.—data not surely translatable into annual rates and not subject to uniform tabulation. However, if we assume that the 150 schools which gave definite information on annual tuition rates are representative of the 57.4 percent of the schools that will charge tuition from veterans, the following is an index to the tuition policy in operation.

Tuition Rates per Annum	*Percentage of Schools*
Free	42.6
Up to $10	3.5
$10 to $50	4.2
$50 to $100	17.2
$100 to $200	24.5
$200 to $400	5.7
$400 to $480	2.3

Extended School Services Continue

SPECIAL efforts made by parents and interested citizen groups have averted the closing of extended school services in many communities where programs were threatened by withdrawal of Federal funds on March 1. What to do about the continuation of these programs is a question which has baffled many States and communities during the 4 months' extension to provide time for making arrangements to secure State or local funds for financing the centers. Although information is not available at present as to the extent to which child-care programs are now operating, the future of these programs is being told in interesting reports on what communities and States have done thus far to save such services.

Fate of the ESS program seems to have been decided in one of several ways according to reports summarized below of what has happened to child-care centers across the country:

(1) Plans have been made to carry forward a part of the services within the regular educational services. Some communities have extended educational services downward to include kindergartens, which previously were not a part of the public school program. Some schools have announced expansion of their recreation programs to include all children so as to serve more adequately the children's leisure-time hours.

(2) Arrangements have been made for continuation of ESS during a trial or interim period in order that further study of the need for these services can be made and long-range plans developed and incorporated into a permanent program of community services for all children.

(3) Closing of centers has been the only alternative in communities where funds could not be found through a sponsoring group, or the program did not have sufficient support to assure its continuation through parents' cooperative efforts.

What States and communities have done to continue their child-care programs shows initiative and careful planning. The ways in which they have solved this problem vary widely, but represent concerted efforts to plan wisely for children.

State Legislative Action

Of the ten State legislatures which met this year, three took the following action:

California.—An appropriation of 3½ million dollars made to the State Department of Education by the State Legislature is to be used for support of child-care centers until March 30, 1947. Of this amount the department is authorized to expend $33,700 for the administration and supervision of the child-care centers. The act provides that the funds shall be apportioned by the State Department directly to local school districts after a study of need has been made upon which to base apportionment of funds deemed necessary to insure efficient operation of the centers. Under an amendment to the act, any California child is to be considered eligible for the service.

Further action taken by the California Legislature, in the extraordinary session called this year, was the appointment of a joint legislative committee on preschool and primary training which was "authorized and directed to ascertain, study, and analyze all facts relating to the need for child-care centers, nursery schools, kindergartens, or other forms of preschool and early school training as a permanent function of the educational system of California . . . and to report thereon to the Legislature, including in the reports its recommendations for appropriate legislation."

New York.—"With a bankroll of nearly 2 million New York State will push operation of 28 child-care projects in upper New York and New York City's huge program for the next year." The program will be administered by the State Youth Commission. The State official in charge of the program in announcing the State's action declared that the need for the centers has been clearly demonstrated. Many veterans have not returned from service and many wives of discharged veterans carry the responsibility for providing the income until the veteran gets back on his feet. For them it is imperative that the centers continue.

The new State regulations call for the State to finance one-third of the cost, the locality one-third, and the balance to be made up by fees. The Federal Government participates through allowances for food. During the coming year the State must reach a decision on

the future of the centers which provide care for children of working mothers.

Washington.—The State Superintendent of Public Instruction has been asked to spend the entire fund ($500,000 for the current biennium) allocated for nursery schools and play centers in an effort to continue these programs. Plans have been made to increase the State's per capita cost contribution to the local schools for operation of the services. Since the State's biennial appropriation is limited, an increase in parents' fees will be necessary. Permissive legislation for nursery schools, before and after school and vacation care in connection with the common schools, was granted school authorities last year.

A comprehensive study of the nursery school problem will be undertaken by the Washington State Development Board. The report will deal with the questions as whether there is critical need for the war-created, child-care program and whether the State can afford to support such a set-up. Meanwhile, the attorney general has been asked to ascertain whether the State's 70 million dollar postwar development fund can be used for such purposes.

Communities Continue Child-Care Centers

Asheville, N. C.—The Asheville Junior League and American Business Club, assisted by the latter's auxiliary, have announced joint sponsorship of Buncombe County's two nursery schools for a trial period. Other units will be set up if the operation of the service is successful. The trial period will keep the nursery schools alive pending further study of their potential place in the community.

Atlanta, Ga.—The Board of Education in a special meeting voted to sponsor and supervise child-care centers, provided no city funds were expended. Although the school department is anxious to continue the program, the law prevents expenditure of city funds for that purpose. The Junior Chamber of Commerce, as sponsor, is making it possible for these services to go on.

Cleveland, Ohio.—Assurance that 22 centers for 600 children will continue to operate was given by the mayor (April 16) at an emergency meeting of the City Board of Control when a delegation of parents protested closing of the child-care centers. The program is now being operated at city expense until the role of the city in a permanent child-care program is decided.

Detroit, Mich.—Twenty-five centers are being operated by the Board of Education which has been authorized to continue the child-care centers with a deficit up to $294,000 underwritten by the City Council.

Greensboro, N. C.—Part of the child-care program is to be continued, one center at the Agricultural and Technical College, another by the Pamona Manufacturing. Company, and three nursery schools on a self-supporting basis in the public schools.

Milwaukee, Wis.—Three child-care centers continue to operate through the sponsorship of the Board of Education and a citizens' committee, with parents' fees and private subscriptions to assure the program.

Mobile, Ala.—Through contributions from county, municipal, civic, and religious organizations child-care centers continue to operate and will do so until such time as permanent funds are available. The Board of Education and a citizens' committee are sponsors for the program.

Montgomery County, Md.—Fees from parents, with housing by the county, and administrative and supervisory cost carried by the Board of Education is the plan adopted by the Montgomery County schools for the child-care service.

New Haven, Conn.—Funds from the Community Chest will continue to finance one center through Sept. 30, 1946. Plans are under way to study the need in the community for the service.

Pascagoula, Miss.—Child-care centers became a community responsibility October 31, 1945. Operation by the Board of Education with parents' fees and funds from the Ingall Shipyards since that date was the plan agreed upon.

Philadelphia, Pa.—The city council granted $125,000 to the Board of Education to finance the child-care program when Federal funds were withdrawn. A study is to be made to determine the need of the service and the place of this program in the public schools.

Saratoga Springs, N. Y.—Funds from the School Board and Skidmore College, with State aid will assure continuous operating of the child-care service.

Schenectady, N. Y.—The city council voted $10,000 to operate the child-care centers until July 1. A note against the 1947 budget is to be issued for the funds. The council will study the program during the coming months before deciding on continuation. Two-thirds of the cost will be paid from parents' fees and the State grant.

Washington, D. C.—The District Commissioners recently approved a plan for Child Day Care Centers, Inc., an organization of mothers to continue operation of child-care centers in school buildings. Permission was granted the corporation of mothers to operate 20 child-care centers until June 30 if additional funds are raised. The Board of Education will be responsible for personnel and supervision of the project. A sum of $31,000 has been subscribed through the mothers' efforts to guarantee the continuation of the centers. This action resulted after several months of persistent effort on the part of the mothers.

White Plains, N. Y.—Board of Education funds have been appropriated through December 31, 1946, to cover one-third the cost of the child-care program. State funds and parents' fees will meet the balance.

Institute of Race Relations

The third annual Institute of Race Relations of the American Missionary Association will convene at Fisk University, Nashville, Tenn., for a 3-week period, from July 1 to July 20.

A distinguished group from the fields of government, religion, social service, education, the press and radio, and industry and labor will constitute the Institute's leadership.

The Institute is designed for persons in various fields—educators, social and religious workers, labor and civic group leaders, governmental employees, journalists, members and staff workers of interracial committees, youth leaders, advanced students, and other interested persons.

Dr. Charles S. Johnson is Director of the Institute.

INTERNATIONAL EDUCATIONAL RELATIONS

The Far East—Selected References for Teachers

by C. O. Arndt, Specialist in Far and Near Eastern Education

In response to repeated requests from teachers and laymen for information about reliable books, pamphlets, audio-visual aids, units of study, maps, and other curriculum material on the countries and peoples of the Far East, this list of selected references has been prepared. Insofar as possible, one reference has been given for China, Japan, India, the Philippines, the Netherlands East Indies, Siam, Korea, and the U. S. S. R. under each of the following categories: Bibliographies, books for teachers, books and pamphlets for high-school students, books and pamphlets for elementary school pupils, maps, units of work and study guides, study kit, pictures, films, recordings, and Far Eastern language textbooks.

Under the section on bibliographies, longer reference lists are given for the various countries to enable those teachers who are interested to carry their studies further. The U. S. S. R. is here listed because of its geographical position in the Far East.

All materials listed should be ordered directly from the address given in the listings. Except where indicated, the U. S. Office of Education does not have copies of the materials listed.

Bibliographies

U. S. Library of Congress

The Japanese Empire: Industries and Transportation. Washington 25, D. C.: Library of Congress, Division of Bibliography, 1943. 56 p. mimeo.

Free to librarians and institutions upon request. Adult level. Includes books, pamphlets, and periodicals dealing with the subject.

The Netherlands East Indies. A bibliography of books published after 1930 and periodical articles after 1932, available in U. S. libraries. Washington 25, D. C.: Library of Congress, General Reference and Bibliography Division, Netherlands Studies Unit, 1945. Free to libraries and institutions upon request. Adult level.

An annotated list of books and articles covering the periods mentioned in the title.

What One Should Know About China. Washington 25, D. C.: Library of Congress, 1942. 4 p. Free. Adult level.

An annotated list of some dependable books compiled at the Library of Congress. This short, carefully selected bibliography of books about China is arranged under the following captions: Biography, civilization, economy, foreign relations, geography, history, literature, philosophy, social life, and customs. Reprinted from Wilson Library Bulletin, September 1942.

What One Should Know About India, Tibet, and Ceylon. Washington 25, D. C.: Library of Congress, Horace I. Poleman, Director of India Studies. 4 p. Free. Adult level.

This list of 27 annotated items on India, Tibet, and Ceylon is brief, authoritative, and encyclopedic. It is recommended for the upper level of high schools and for college and university classes. Reprinted from Wilson Library Bulletin, May 1942.

U. S. Office of Education

Selected References for Teachers. *China; India; The Philippines; The Netherlands East Indies; Thailand; Korea; U. S. S. R.* Washington 25, D. C.: U. S. Office of Education. Free.

These lists of references for teachers include annotated bibliographies, books, pamphlets, magazine articles, units of study, audio-visual aids, and maps, which are useful to teachers, especially on the elementary and secondary levels. They vary in length from 4 to 8 pages.

The East and West Association

The Philippines, (Bibliographies). New York 17: The East and West Association, 40 East 49th Street, 1942. 8 numbers, mimeo.

The titles are: The Philippines, a Popular List; The Philipines, General Bibliography; The Philippines, a List for High School Students; The Philippines, a List for College Students; The Philippines, a List for the Armed Forces; The Philippines, a List for the Business Man; The Philippines, a List for Labor Unions; The Philippines, a List for Women's Clubs. These eight annotated bibliographies have been designed to meet the needs of various students and lay groups. Availability and usefulness, were criteria used in making selections.

Institute of Pacific Relations

Korea for the Koreans, Some Facts Worth Knowing and A Reading List. New York 22, Institute of Pacific Relations, 1 East 54th Street, 1943. 30 p.

In addition to a number of valuable facts about Korea this booklet gives 12 pages of annotated bibliography.

National Council of American-Soviet Friendship, Inc.

Bibliography on the Soviet Union for Teachers and Students. New York 16: Committee on Education of the National Council of American-Soviet Friendship, Inc., 114 East 32d Street, 1944. 20 p.

Gives sources for teaching materials dealing with Soviet Russia; lists books, pamphlets, maps, and periodicals. A special section is devoted to materials for young students.

Books for Teachers

Embree, John F. *The Japanese Nation.* New York: Farrar & Rinehart, Inc., 1945. 308 p.

A sociologieal study of the people of Japan by an anthropologist who has spent some time in the country.

Grajdanzev, Andrew J. *Modern Korea.* Institute of Pacific Relations. Distributed by: John Day, New York, 1944. 330 p.

This reeent study of the social and economie life of Korea under Japanese rule was written by the Institute's expert on Korea. A bibliography is included.

Kennedy, Raymond. *The Ageless Indies.* New York: John Day, 1942. 208 p.

A description of the Indies and their people by a professor of Yale University who has lived and studied in the Islands.

Lattimore, Owen. *Solution in Asia.* Boston: Little, Brown, 1945. 214 p.

An analysis of Japan and China with suggestions for United States policy by an acknowledged authority on the Far East.

Lin Yutang. *My Country and My People.* New York: John Day, 1939. Rev. Ed. 382 p.

The author's style of writing, and understanding of both eastern and western philosophy and life render this book an introduction to a study of China and the Chinese.

Nehru, Jawaharlal. *Toward Freedom: The Autobiography of Jawaharlal Nehru.* New York: John Day, 1941. 445 p.

This is an autobiography written by one of India's democratic leaders.

Pares, Bernard. *Russia.* New York: Penguin Books, Inc., 1943. 245 p.

An informative booklet by a prominent British historian which describes the recent history, leaders, country, and people of Russia.

Romulo, Carlos P. *Mother America.* New York: Doubleday, Doran, 1943. 234 p.

The author, who is Resident Commissioner of the Philippines to the United States, advocates that the policy of liberation followed by the United States government in reference to the Philippines be extended to all the peoples who may be returned to European powers after the war.

Thompson, Virginia McLean. *Thailand: The New Siam.* New York: Macmillan, 1941. 865 p.

The geography and history of the people of Siam, its resources, industries, political and social structure, education and religion are systematically treated. A bibliography, largely of French and German sources, is included.

Books and Pamphlets for High-School Students

Chamberlin, W. H. *Modern Japan.* St. Louis: Webster Publishing Co., 1942. 93 p. Illus. (Cooperative project between American Council, Institute of Pacific Relations and Webster Publishing Co.)

Describes modern Japan, its economy, government, and special interests in Asia.

China. In Building America, Volume 11, No. 1, p. 1–31. New York 19: 2 West 45th Street, 1945. (Illustrated studies on modern problems.)

A presentation of China designed particularly for use on the junior-senior high school levels.

Grajdanzev, Andrew J. *Korea Looks Ahead.* New York 22: Institute of Pacific Relations, 1 East 54th Street, 1944. 64 p. Illus.

The country and people of Korea, their past and prospects for the future are discussed.

Landon, Margaret. *Anna and the King of Siam.* New York: John Day, 1944. 391 p.

A story of the people of Siam during the 1860's. The beginnings of such revolutionary social changes as the freeing of slaves, and the movement toward religious liberty are sketched into the narrative.

Mitchell, Kate and Goshal, Kumar. *Twentieth Century India.* Edited by M. S. Stewart. St. Louis: Webster Publishing Company, 1944. 94 p. Illus. (Cooperative project between American Council, Institute of Pacific Relations and Webster Publishing Company.)

Describes India's peoples, village life, wealth and poverty, government, growth of nationalism, and its role in the war.

Pacific Neighbors: The East Indies. In Building America, Vol. 8, No. 4, p. 98–128. New York 19: 2 West 45th Street, 1942. (Illustrated studies on modern problems.)

A presentation of the East Indies designed particularly for use on the junior-senior high school levels.

Porter, Catherine. *Filipinos and Their Country.* New York 22: Institute of Pacific Relations. 1 East 54th Street, 1944. 64 p. Illus.

The problems of the Philippines during the prewar period and those which confront her after the war are considered in this popularly written pamphlet.

Russia. In Building America, Vol. 10, No. 3, p. 66–95. New York 19: 2 West 45th Street, 1944. (Illustrated studies on modern problems.)

A presentation of Russia designed particularly for use on the junior-senior high school levels.

Books and Pamphlets for Elementary School Pupils

Acacio, A. B.; Galang, R. C.; Martinez, A. L.; Makiling, A. B.; Santos, B. N. *Work and Play in the Philippines.* New York: D. C. Heath, 1944. 80 p. Upper elementary level.

Filipino youth at work and play in the Islands is described in five short stories by Filipino writers from which the reader will gain much authentic information about the country and its people.

Boulter, Hilda W. *India.* New York: Holiday House, 1944. 25 p. Upper elementary level.

"In lively and informative text and a wealth of colored illustrations, this booklet shows what the country is like, how it developed, what kinds of life are found there, what the people do and how they do it. Emphasis is not on facts and figures and names, but on an informal presentation."

Handforth, Thomas. *Mei Li.* New York: Doubleday, Doran, 1938. 48 p. Lower elementary level.

Story of a small girl and her brother at a New Year Fair in Peiping. This blending of story and art work was done by the artist-author while living in China.

Hulbert, Homer B. *Omjee the Wizard. Korean Folk Stories.* Springfield, Mass.: Milton Bradley Company, 1925. 156 p. Upper elementary level.

These folk stories are the outgrowth of many years of study of Korean folklore on the part of the author. The language used is on the level of understanding of children between the ages of 6 to 13. Illustrated.

Sowers, Phyllis Ayer. *The Lotus Mark.* New York: Macmillan, 1935. 110 p. Upper elementary level.

A story of the home and wat (temple school) life of a Siamese boy. The author, who lived 8 years in Siam, gives a sympathetic picture of Siamese life and customs.

White, William C. *Made in the U. S. S. R.* New York: Knopf, 1944. 159 p. Upper elementary level.

The physical and cultural products of the U. S. S. R. together with the changes which they are effecting in the national life are described. The author has spent a number of years in Russia and has written several books about this country.

Maps

Denoyer-Geppert Company

Soviet Russia in Maps. Chicago 40: Denoyer-Geppert Company, 5235 Ravenswood Avenue. Adult level.

Thirty-two pages of colored maps, size 10" x 7½". They "illustrate the present-day geography, economic resources, and development of the U. S. S. R. with a backward glance at the origins and historical growth of Russia."

Friendship Press

Picture Map of China. 1932. *Picture Map of India.* 1930. *Picture Map of Japan.* 1934. *Picture Map of the Philippines.* 1929. New York: Friendship Press, 156 Fifth Avenue. Elementary level.

These picture maps are more than maps, for along the borders city, village, and country life are depicted in ink sketches on which the student can apply crayon and brush.

The various scenes found on the map are explained on large sheets of descriptive text which accompany the maps of China and Japan. These sheets also set forth scenes from the daily life of the people, and are designed for coloration. On the insert sheet of the map of India directions for the use of the map are given. It also illustrates scenes from Indian life.

Institute of Pacific Relations

The Far East and Adjoining Areas. New York 22: American Council, Institute of Pacific Relations, 1 East 54th Street. Adult level.

This large (34" x 48") colored map of the Far East gives boundaries as of 1939 and indicates the location of natural resources by symbols. Rail and motor-roads are sketched.

National Geographic Society

China. Washington 6: National Geographic Society, 1945. Adult level.

An up-to-date map of China. Size 26½" x 34½".

Japan and Adjacent Regions of Asia and the Pacific Ocean. Washington 6: National Geographic Society, 1944. Adult level.

A recent, detailed map, size 26½" x 34½". Useful for a study of Japan and Korea.

Southeast Asia and Pacific Islands from the Indies and the Philippines to the Solomons. Washington 6: National Geographic Society, 1944. Adult level.

The Netherlands East Indies, the Philippines, Siam, French Indo-China, and Burma in their southeast Asia context are drawn on the largest scale thus far used by the Society's cartographers in mapping this area.

Korean Affairs Institute, Inc.

Map of Korea. Washington 5, D. C.: Korean Affairs Institute, Inc., 1029 Vermont Avenue NW., 1945. Adult level.

". . . the Korean Affairs Institute has published this Korean map in Romanized self-pronouncing Korean geographical names with a cross index of Korean and Japanese, to make the names of places formerly known in Japanese readily identified.

"It is in booklet form which consists of 17 pages of maps in three colors, size 8⅜ by 12 inches, and other information. For those desiring a wall map, the 13 sheets of the main map are so constructed that they may be cut out and pasted together on a piece of wall board.

"This is the first Korean map in the Romanized Korean to be made available to the public."

Units of Work and Study Guides

The China Society of America

Syllabus of the History of Chinese Civilization and Culture. New York: The China Society of America, 570 Lexington Avenue, 1941. 56 p.

This syllabus presents a bibliography of books and periodicals on Chinese civilization and culture from the earliest period to the present time. References are listed under topical headings. A chronological sequence is followed. Maps and charts add to the value of the study. It should prove valuable to teachers and advanced students.

Harvard Workshop

Meet the Soviet Russians. A Study Guide to the Soviet Union for Teachers in Secondary Schools. Cambridge, Mass.: Harvard Workshop, Harvard University, 1944. 89 p.

"This bulletin . . . presents a résumé of salient facts about the Soviet Union, a useful bibliography, and a reservoir of pupil experiences." Prepared by the Harvard Workshop during the 1944 summer session.

Studying China in American Elementary Schools. 16 p.: *Studying China in American High Schools.* 16 p. Cambridge, Mass.: Harvard Workshop, Harvard University, 1942. Available through United China Relief, 1790 Broadway, New York 19, N. Y.

These pamphlets suggest a number of ways in which elementary and high-school teachers may improve their programs by an increased study of China. The pamphlet for elementary schools lists topics which are appropriate for pupils at this level and suggests activities and projects illustrative of the range of exercises about China which will be stimulating and profitable. The pamphlet for high schools makes suggestions for the study of China in courses on geography, world history, U. S. history, literature, and art. References are suggested in both pamphlets.

Institute of Pacific Relations

The Far East—A Syllabus. New York 22: American Council, Institute of Pacific Relations, Inc., 1 East 54th Street, 1942. 40 p.

The syllabus is designed for the use of teachers and secondary school students. The material is outlined under: I. Lands and people (China, Japan, Philippines, Netherlands Indies); II. The current history (China, Japan, American role in the Far East); and III. Bibliography. The various sections of the syllabus are so arranged that they can be used separately to fit into the pattern of a given curriculum.

The syllabus was used experimentally by teachers and students both on the elementary and secondary level before it was published in its present form. The books and pamphlets listed in the bibliography are annotated.

Santa Barbara City Schools

China. 81 p.; *Japan.* 60 p.; *Philippines.* 19 p.; Santa Barbara, Calif.: Santa Barbara City Schools, 1940. Grade 4. Not for sale. Ten copies of each unit are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

These three units have been developed by the Santa Barbara City Schools to show how the cultures of China, Japan, and the Philippines have contributed to the development of the Santa Barbara, Calif., area. They are constructed to furnish source material for the teacher which will enable her better to suggest rich and varied experiences to the class.

Some of the purposes of the units are: To help children develop an understanding and appreciation of the lives and customs of various cultures in their community. Through this understanding, to help develop a democratic tolerance for different ways of living. To help children understand something of the causes which brought about the development of these unique cultures. To stimulate an appreciation of the social heritage of a race which is different from our own. To help the children attain some concept of the interdependence of the Pacific cultures with the United States.

A number of integrative experiences are listed with accompanying sources of information. These experiences cut across subject-matter lines and are therefore not confined to any single subject field. Annotated bibliographies for teachers and pupils are given, as well as lists of music and recordings.

State Department of Education, Hartford, Conn.

Asiatic Interests in American History. Study Guide and Source Unit. Hartford, Conn.: State Department of Education, January 1943. 60 p.

"This pamphlet has been prepared for teachers as a help in opening for American boys and girls the great vistas of the Pacific. Bearing in mind the essential job of the American history teacher, it approaches Asia from the contacts that have existed in our history between the United States and the Far East.

"These contacts have been many and continuous, but, for convenience, have been grouped under 12 heads by rough chronological periods. These 12 topics make up this pamphlet and in each the organization is identical, consisting of a quotation, an historical sketch, references to good books on the general topic, 10 activities to assist in making the Asiatic background real, two to four biographies of people who adventured or directed, and five questions to bring the thought of the class back home. In other words, each section of this study guide is a trip to Asia and back at different times in our history. We travel by trading vessel, whaler, clipper, steamship, flying clipper ship, and flying fortress." Useful in American history classes on the high-school level.

Virginia State Board of Education

Minority Racial Groups. In "Tentative Materials of Instruction Suggested for the Third Year of the Core Curriculum of Secondary Schools." Richmond, Va.: Virginia State Board of Education, October 1939. Grade 11. 28 p. in book of 247 p. Not for sale. Three copies are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

In this unit effort is made to understand the Japanese, Chinese, and other minority groups in this country and to learn what contributions each has made and can continue to make if afforded opportunity to do so. A list of references is given.

International Relationships. In "Tentative Materials of Instruction Suggested for the Fourth Year of the Core Curriculum of Secondary Schools." Richmond, Va.: Virginia State Board of Education, September 1941. Grade 12. 53 p. in book of 311 p. Not for sale. Three copies are available through interlibrary loan from the Library, U. S. Office of Education, Washington 25, D. C.

In the unit on "International Relationships" the Chinese and Japanese are again considered. They are not studied separately, however, but in a larger context which includes the Russians, Italians, Germans, and others. Again many valuable references are given.

Study Kit

United Nations Information Office

The United Nations Study Kit. New York 20: United Nations Information Office, 610 Fifth Avenue. High-school and adult levels.

Twenty-three colored poster-charts picturing the country, people, and work of the United Nations; 15 pamphlets containing a brief description of each country; 15 pamphlets addressed to the cooperative work of the United Nations; one teacher's discussion guide. The materials are designed to help us understand the United Nations, including the U. S. S. R., India, the Philippines, China, their people, their histories, their work, what they have done in war and how they are cooperating for peace. Prepared in cooperation with U. S. Office of Education. Designed for use with a class of approximately 30 students. Individual items may be purchased separately.

Pictures

The East and West Association

Life of a Family in China; Life of a Family in India; Life of a Family in Russia. New York 17: The East and West Association, 40 East 49th Street. Elementary level.

These three portfolios of pictures are "designed to present attractive, interesting and authentic photographs in a form which will allow their maximum use. A set, used together in the order indicated by the table of contents, tells a consecutive story. The carefully checked captions are written in such a way, however, that each picture may be used separately to illustrate a certain point, or so that pictures selected from various portfolios—for instance those showing children—can be used to point up a subject, rather than a country."

White Brothers Chinese Art Exhibition

Romantic China. Available through James Henry White, White Brothers Chinese Art Exhibition and Lectures, Berrien Springs, Mich. 42 pictures 8″ x 10″. All levels.

The 42 photographs of this collection feature China's temples, pagodas, palaces, and gardens. The landmarks of the historic city of Peiping are particularly well represented. Description and historical notes are provided for each picture.

Films

Adventure Films, Inc.

Pledge to Bataan. New York: Adventure Films, Inc., 1560 Broadway, 1941. 16 mm., 60 min., 6 reels, sound, technicolor. Rental cost based on school enrollment. Junior-senior high school and adult levels.

" 'Pledge to Bataan' is an impressive visual document of the Philippine Islands from the time of the Spanish conquest to the Japanese invasion with an introduction by former President Quezon. All of the resources and industries of the islands are shown, those that have been in use for centuries and those recently developed. Emphasis is given to the American influence since 1898 with a distinct look ahead to freedom from the Japanese and to independence. There are several shots of American officials such as General MacArthur, Admiral Hart, Commissioner Sayre, President Quezon, etc., but the main emphasis is on the Filipino people. The color photography is very good and the commentary is informative."—National Board of Review of Motion Pictures.

Bell & Howell Company

Siamese Journey. Chicago 13: Bell & Howell Co., 1801–1815 Larchmont Avenue, 1937. 16 mm., 20 min., 2 reels, sound. Grades 7–12.

This film gives an over-all picture of old and new Siam. Many street, sport, and animal scenes are shown.

Brandon Films, Inc.

High Stakes in the East. New York 19: Brandon Films, Inc., 1600 Broadway, 11 min., 1 reel, sound. Junior-senior high school levels.

This is an informative film on the Netherlands East Indies. It shows Indonesians at work in various industries and occupations, and pictures the production of rubber, quinine, hemp, tin, and other products. Photography and sound track are notably good. The film is largely descriptive of Java.

One Day in Soviet Russia. New York 19: Brandon Films, Inc., 1600 Broadway. 16 mm., 55 min., sound. All levels.

This film pictures the vast territorial, physical and human resources of Soviet Russia. Not a war film, it will be found useful particularly by teachers of the social sciences, on the junior-senior high school levels. Also suitable for use with adult groups.

Harmon Foundation, Inc.

Grains of Sweat. New York: Harmon Foundation, Inc., 140 Nassau Street, 1942. 16 mm., 14 min., silent. Junior-senior high school levels.

The planting, cultivation, and marketing of rice, China's staff of life, is illustrated in this film.

Teaching Films Custodians, Inc.

A Village in India. New York 18: Teaching Films Custodians, Inc., 25 West 43d St., 1942. 1 reel, sound, color. All levels.

Village life in India is portrayed in this film. Spinning, weaving, wrestling, a wedding, and other scenes from daily life heighten its value for educational purposes.

Recordings

U. S. Office of Education

Introducing the Peoples of Asia and the Far East. Available on loan through Educational Radio Script and Transcription Exchange, U. S. Office of Educatiton, Washington 25, D. C., 1945. Junior-senior high school levels.

This series of eight 16-inch, 33⅓ r. p. m. recordings is made up of 15-minute talks by leading authorities on the various countries of the Far East. All speakers have had direct, intimate experience with the country and people in question. Following is a list of the speakers and their topics: The Honorable Joseph C. Grew, former Under-Secretary of State and Ambassador to Japan: "The People of Japan"; The Honorable Walter H. Judd, Congressman from Minnesota, and former medical missionary in China: "The People of China"; Brig. Gen. Carlos P. Romulo, Resident Commissioner of the Philippines to the United States: "The People of the Philippines"; Admiral William H. Standley, U. S. N. retired, former Ambassador to Russia: "The People of Russia"; Professor Raymond Kennedy, Yale University: "The People of the Netherlands East Indies"; M. R. Seni Pramoj, Minister of Siam: "The People of Thailand"; Dr. Horace I. Poleman, Chief, India Section, Library of Congress: "The People of India"; Mr. J. K. Dunn, Secretary of Public Relations, United Korean Committee in America: "The People of Korea."

Far Eastern Language Textbooks

Ballantine, Joseph W. *Japanese As It Is Spoken.* A Beginner's Grammar. Stanford University, Calif.: Stanford University Press, 1945. 255 p.

"The work is designed principally for administrators, diplomats, missionaries, servicemen and women and is aimed at self-instruction, as well as for classroom use. It makes no pretense of being a complete Japanese grammar—mastering Japanese is a formidable task. It does give the student a usable, competent, basic acquaintance with Japanese as the Japanese speak it."

Bondar, D. *Bondar's Simplified Russian Method.* New York: Pitman Publishing Corporation, 6th ed., 1942. 325 p.

A beginner's book for the study of Russian on the adult level. Emphasis is placed on the practical aspects of language study.

Pai, Edward W. *Conversational Korean.* Washington 5, D. C.: Korean Affairs Institute, Inc., 1029 Vermont Avenue, NW., 1944. 171 p.

This textbook by a Korean author is designed to develop an elementary conversational knowledge of Korean.

Pettus, W. B. *Hua-Wen-Ch'u-Chieh Chinese Language Lessons.* Los Angeles, Calif.: California College in China, 704 South Spring Street, 1943. 312 p.

"These lessons are the result of three decades of teaching this material to Americans in Peiping. The words and phrases used are those occurring continually in daily conversation, and are met with on every page of printed Chinese. This material may well be called *Basic Chinese*"

☆

Foundations for Friendship with Neighbor Nations

by Effie G. Bathurst, Supervisor, Inter-American Teacher-Education Programs, International Educational Relations Division

"If they only knew me as I am in my heart, they would surely like me," said a 12-year-old Latin-American girl in a school [1] where groups of different national origin are seeking to understand each other. Schools and teachers today have opportunity to contribute to friendly inter-American relations by helping children and adults to know the people of other American countries as they are "in their hearts."

Many teachers are aware of their opportunity and are successfully working for harmony. Others are encountering stumbling blocks and problems for which their training has not prepared them and it is the purpose of this article to point out some of the stumbling blocks and to suggest sources of self-improvement for teachers.

Obstacles to be Removed in School Programs

The time to teach a thing is when the children need it for interpreting life, for more effective living. Instruction about ways of other American countries is no exception to the rule, yet what do we find in many schools?

Study Often Misses Issues or Lacks Vitality

Too often teachers follow, not their children's needs, experiences, current happenings, but a course-of-study outline that was planned inflexibly early in September by the teacher or the teaching staff; or teach history lessons in the form of chronological lectures about the past, with not enough regard for the present; or plan geography lessons by topography or places, with too little relation to people or groups, especially to those who are making history today. In English and language classes, at a time when people need to know how to express, not only their kindly thoughts but their friendly feelings and attitudes toward one another, attempts are still made to emphasize rules alone and to require the children to do exercises for which they have no use at present.

Why aren't our high-school children trying to find out just why it is that Argentina and the United States are having difficulty in building bonds of friendship; or why Latin-American countries fear our honest professions of neighborliness; or what are the economic factors in inter-American friendships; or what trade adjustments are involved if average citizens in our country and in our neighbor nations as well are to be benefited? Why don't we give more children in our Southwest a chance to learn to speak Spanish? Where young people are not guided in real issues such as these, there we find obstacles to inter-American friendships in upper grades and high school.

Let us look at the younger children. Here is a fourth grade studying about Mexico. All have the same books. These are open at the same page on every desk. One child is reading aloud from his book, which has chiefly generalized statements unrelated to the children's experiences. The children follow the lines in their books while the reader stumbles over the words.

Why cannot something be done to make those geography lessons useful? Where are the pictures on Mexico? Lovely ones are made. Has no one in the community been in Mexico, that there are no objects or products to show and to talk about? Why aren't the children doing creative work or singing? Why aren't they making plans to correspond with Mexican school children, or to travel in Mexico? Perhaps none of the things suggested by these questions are being done in that class because the teacher's training has not prepared her for them. Her preparation for teaching may not have given her enough actual experience in helping children organize activities, use many books, and do many things in their study.

Many Spanish-Speaking Children are Handicapped

In our Southwest today live thousands of children of Spanish-American descent—some forty percent of them in Texas, the rest in other southwestern States. In some schools fine progress is being made in meeting the needs of these children. But frequently we find injustice and inequality that handicap us seriously in friendly relations with other countries and that build but poorly for our own country's future and for the future of the world.

Take a school in a small town 3 years ago—the beginner's room, the pre-first-grade boys and girls. Here are some 60 children who entered school knowing little English, many of them living in homes whose ways of living are different from the ways of the people for whom the course of study was made. As soon as they enter school, they are taught the A, B, C's as the first step to reading. They sit and copy rows of letters. There is space in the room only for the seats and very narrow aisles. Having children engage in free activities, move about, learn dances, dramatize stories, look at picture books, build

[1] From report by Elis Tipton, San Dimas, Calif.

with big blocks—all are out of the question. The only movement possible is that required for a few singing games and motion songs, and the teacher does not know how to sing, or what songs to teach! It is not lack of willinguess, but lack of proper preparation for teaching that hampers the teacher.

This situation is repeated many times in Spanish-speaking communities. "The children's 'language handicap' holds them back in all grades," say the principals.

Why is it that these children are slow to learn the language? It may be that in first grade, too many are hurried into a reading-writing-arithmetic program before they have experiences that call for language. Without persistent study, teachers do not know enough about teaching English as a second language to give the children rich experiences in the new language—experiences which stimulate them to express themselves. Without preparation teachers are not sufficiently familiar with the mechanics of speech to show children how to place the tongue and lips as they say the new words. Nor are teachers sensitive enough to the errors which the children make. Once retarded, it is hard for a child to hold his own in the competition for grades and promotions.

But language is not the only difficulty. Even if they were to learn the language well, the children would, under present conditions, lack a program that is based on their experiences. They would not have textbooks that start with what Spanish-speaking children know, build on their present knowledge, and supply what the Spanish background lacks for all-round development of children in this country. They would still need handicrafts, music, and dancing; there should be opportunity for occupational courses.

No more adequately do many high schools meet the problems of Spanish-American children. A town where an attempt is made to provide high-school education for its Spanish-speaking children requires that the ninth- and tenth-grade work be given in the segregated Spanish-speaking school. There certain equipment is handed down from the English-speaking school when it is nearly worn out. There poorly prepared and unsympathetic teachers are employed. From there, if the children can "keep up," they may go to the regular high school.

After years of being with Spanish-speaking children only and in the Spanish-speaking community, with a program that does not really educate, it is hard for Spanish-speaking young people in the eleventh year to compete with their *Anglo* classmates. Frequent comments show the ordeal which the Spanish-speaking youth endure:

"*They* don't want me there."

"*They* make fun of me."

"Even in Spanish class we don't get a square deal. Any of us earns better grades than *they* get, but we don't get a chance. We all the time have to wait for the teacher to explain simple things to them."

What Teachers Can Do for Improvement

We see such situations, as described, in too many elementary and secondary schools. There is much that teachers can do for improvement. Let us analyze the problems:

There are *problems related to the children themselves.* What do they know as a background for learning about other American countries and what do they need to be taught so that they may reach out as far as they can go with understanding? What instruction do Spanish-speaking children need that is different from what *Anglos* need? What guidance do they need in school? What placement and follow-up after graduation?

There are *problems of curriculum.* How can we select the subject matter which will be useful in the children's lives at present? How select and teach what is vital and significant in inter-American relations instead of trivial and merely satisfying to fleeting curiosity? How especially can the Spanish-speaking child's curriculum be enriched and related to his needs in home and community?

There are *problems related to materials of instruction.* What textbooks, story books, factual materials, literature, maps, music, art, and films about Latin-American nations are most useful? Where can these be obtained? What books and bulletins have suggestions for teaching and where can these be secured? What materials are best for Spanish-speaking children?

Some *problems are connected with the learning experiences* which children with different backgrounds need. How can we help children have real experiences in inter-American education such as contacts with Latin-American young people? How help them take part in interschool correspondence? How guide them as they introduce present-day relationships with Latin-American countries into youth-discussion groups in regular classes? Why cannot our high schools arrange for senior students to travel in Latin-American countries with proper guidance?

There are special *problems in providing equality of educational opportunity* for Spanish-speaking children. How can we guide each child and keep him in school until he completes high school? How can we help these children and the *Anglo* children to understand and appreciate each other and make the psychological adjustments required for getting along together? What special curriculum adaptations do Spanish-speaking children need in high school, particularly in managing and investing money, buying advantageously, understanding and meeting economic pressures and difficulties, making wholesome personal and social development? How can activities in home and community improvement be provided for children and young people and adults?

There are teachers in Spanish-speaking communities who, though they would like to attack the problems, have lost heart because of administrative difficulties. Take the young Spanish-speaking teacher who started in with enthusiasm to improve school life for the children of her group, only to be overwhelmed by lack of books and materials, crowded conditions which would not be tolerated in English-speaking schools in the community, insanitary and dirty buildings, indifference of other teachers.

"There is money for the children in the Spanish-speaking school," she said when questioned, "but the school board spends it on the *Anglos*' school. The superintendent? Oh, I don't think he is interested. He does not like to start trouble."

Even indifference of school board and superintendent when it exists is a problem for teachers; it is a problem for

anyone who loves justice. Many citizens do not know about the inequalities. They will listen to teachers who are in earnest, will become aroused and work to change conditions.

These problems, all of them, call for more and better teacher preparation, insofar as teachers who are well prepared and sensitive to inter-American relationships can remedy the situation. Many institutions that prepare teachers are beginning to anticipate these problems and to educate the students to meet them. But the teacher who "completed her course" without getting such training can prepare herself in service by facing her problems squarely, by studying them, by reading to learn what others are doing. She should study bibliographies and, from supervisors or more experienced teachers, seek guidance in making selections. The Pan American Union, Washington, D. C., distributes bibliographies and other materials free or at small cost. The American Republics Section of the U. S. Office of Education will send free of charge, on request, pamphlets of readable information about the other American countries, and other useful items. From the American Republics Section, too, loan packets containing selected materials are available. Teachers should write the Office for lists of loan-packet titles from which to select when asking for loans.

How Some Schools Are Making Progress [2]

Let us look at some of the improvements made by teachers who have taken discouraging situations in hand and worked out improvements that are good to know about.

High-School English Discussion Group

Students in a high-school class in English a year or so ago were improving their ability to read, speak, and write through use of inter-American subject matter. The students were slow readers. It was assumed that these slow readers should not be required to do the work in Chaucer and Shakespeare, which was required of classes that were definitely college preparatory in purpose, and so the subject matter assigned for their study included current reading. Part of it was about Latin-American countries. The class was conducted as a discussion group with a student leader. The children were interested. They took part. The teacher helped them find significant items and thoughts. At the close of the period they made intelligent comments about the various reports.

As outside work, the boys and girls read newspaper and magazine articles, clipped them, pasted each on a notebook page, and beside it wrote an interpretation, question, or remark. These were available to students and teacher for reading and discussion. One clipping drew comments. It was about a train wreck near Mexico City, in which a number of peasants on a pilgrimage were killed. The student had written something like this:

> A first glance at this article reveals nothing of great interest to a reader in another country. But when you stop to think, you note the words "pilgrimage" and "peasant". The first suggests religion, and it makes you wonder how these people worship, what they believe about God, what the other ways of living are that go with their religion. The second makes you wonder how peasants live in Mexico, and so if you want to answer your questions you will do more reading.

Latin-American Folk Dances

A class of high-school girls in physical training were learning Spanish dances. The girls, rather than the teacher carried on the routine of class work, such as taking attendance and giving the directions for class exercises. *Anglos* and Spanish Americans danced together. Spanish girls knew some of the steps and the teacher gave them recognition and social confidence by asking certain ones to help her teach the *Anglos*. Through an activity which they enjoyed these children gained appreciation of Latin-American folk dance and music.

Travel Bureau and "Mexican" Newspaper

In one elementary school, each class made a study of one Latin-American country, and their work shows how valuable a variety of materials can be. Each prepared an exhibit of books, recordings, pictures, creative drawing and construction work, and products of the country chosen. The eighth grade acted as a travel bureau to guide "travelers" from room to room and help them gain the information they desired. Materials were exchanged among the rooms. Each child was helped to select material for his study according to individual interests and needs. The class had textbooks, critically chosen and used chiefly as guides in getting an overall picture of the continent, after the studies had been made.

A certain fifth grade gained experiences through a study of Mexico in an enterprise that might have done justice to a high-school class. Someone suggested that they imagine themselves to be citizens of Mexico, and that they write a newspaper such as Mexicans might write. The finished paper revealed the study which the children had done. An editorial presented a Mexican view of the Good Neighbor policy. Current news of the war was given. A letter to the editor from a Mexican expressed disapproval of a coal strike in the United States. The paper contained a sports page that might have been written in Mexico, with an item about a bullfight. The weather was given for Mexico. The society column contained reference to a visit from a prominent person in the United States. A woman's page had recipes for Mexican food.

Spanish-Speaking Pupils' Experiences

An elementary school attended by Spanish-speaking boys and girls changed its program from one unrelated to the children's lives to one in which the children's activities were selected by the criterion, "Will this experience improve life for this child in this community?" The criterion was applied to school, home, and community activities including recreation. The change grew out of a 2-year program for school community improvement. A visit to the school after the change revealed:

> First-grade children were learning to make kites, and composing and reading stories printed on charts about their experiences in kite making and flying.
>
> A third grade, in which many of the children were over-age, were making bookcases for the room and painting them to carry out an attractive color scheme. Some of the bookcases were arranged to make a library corner. Thin white curtains were stenciled in color by the children and hung at the windows in such a way as not to obstruct the light. This class also made a study of the flowers of the community, learning to identify many, and arranging bouquets now and then. Many of the chil-

[2] Illustrations in this section are taken from reports and observations in the schools of Albuquerque, N. Mex., Syracuse, N. Y., and San Marcos, Tex.

dren would be able to carry out in their own homes the ideas gained.

The boys of four grades developed a cooperative project, a school garden, learning important things about selection of ground, preparing soil, making a planting plot, planting and cultivating, and keeping records.

Another group kept a record of the foods which they ate for a week. Then they made a diagram. This showed that their diets contained too little of such foods as green and yellow vegetables, and milk and milk products. Their work was used as the basis for a study of foods and nutrition in an evening class of adults.

For School and Community Action

In many situations like the ones described, problems are being solved. To start a program of improvement, the teacher should study her pupils and their needs in the homes and community in which they live. She should study the school program in its relation to these needs. She should decide where in this program to incorporate the experiences which the children should have for richer present living. For *Anglos*, such experiences include study to raise and answer vital questions which people are discussing about other American countries and about inter-American relationships. In the case of Spanish-speaking children, the experiences needed include improvement of health and nutrition in school and community, better use of English, and social and economic adaptation to United States ways.

All along her way, the teacher should confer with supervisor or principal or superintendent. Thus her inspiration and activities for friendship with neighbor nations can spread to the entire school and be carried into a suitable and harmonious program of cooperative action for school and community.

☆

Teaching Peace Is Not Enough

Gladys A. Wiggin, Assistant Specialist for Exchange of Information on Education and Evaluation of Credentials, Division of International Educational Relations, makes the following report regarding a Colorado plan for focusing attention on the teaching of world citizenship in the public schools.

International education designed to present a basis for action was the motif underlying a series of district educational institutes recently held in Colorado. These lecture-discussion meetings which grew out of the work of the World Citizenship committee of the Colorado Education Association with administrators and social studies teachers, were an inspiring model, both in organization and in earnestness of purpose.

Some years ago under the leadership of Supt. A. H. Dunn, of Fort Collins, Colo., the World Citizenship Committee was organized. Counsel was solicited of Dr. Ben M. Cherrington, Director of the Social Science Foundation of the University of Denver, and the resources and services of that institution were made available for the development of the committee's program.

With the end of the War, the International Relations Committee of the National Education Association, under the chairmanship of Dr. Cherrington, saw the necessity for making United States participation in a world organization a practical reality by focusing attention on the teaching of world citizenship in the public schools. Colorado was asked by the N. E. A. committee to experiment on a State basis with a planned program for social studies teachers. The World Citizenship Committee of the Colorado Education Association furnished a medium.

Plan of the Colorado Institutes

The institutes were opened with a preparatory conference held in Denver early this year, under auspicies of the State World Citizenship Committee. Superintendents and social studies teachers were invited to participate in a model conference on major factors in international education, the nature and implications of the control of nuclear energy, and the role of the social studies teacher in the atomic age. Time was allowed for planning similar district conferences to be held during the following weeks in the smaller communities throughout the State. School people attending the preparatory conference took responsibility for sponsoring these local conferences under general supervision of one member of the State Committee who could attend the meetings.

Speakers and discussion leaders in the social and natural sciences were made available for the conferences through agreements of the State Committee with such organizations as the Social Science Foundation of the University of Denver, the American Federation of Scientists, the U. S. Office of Education, and the University of Colorado.

Local chairman were encouraged to make their programs flexible enough to fit their special interests; so that in some instances high school and junior college students were included in the conferences, and in several places, leaders of adult organizations in the communities.

Responsibility in a World Order

To answer the protest, "But we taught peace through the 30's and look what happened"—which popped up time and again in the subsequent Colorado meetings—the Colorado experiment was addressed to social implications of world organization and, more important, to techniques and methods for achieving a citizen-action program.

We're several decades ahead of our development of the 30's, so the argument ran. We are now bona fide members of such world organizations as United Nations; whether we can achieve a lasting peace will depend on the extent to which we understand their functions, how intelligently we support the developing institutions and how we use them in international communication. Participating in a world organization, it was pointed out, requires more vigilance on the part of the alert citizen, but his techniques are much the same as making himself felt in his own national government. The different and unique requirement is that citizens shall have stretched their concept of citizenship to encompass a sense of responsibility in a world order.

Some Questions Raised

Both teachers and students repeatedly asked such questions of a work-a-day civilization as:

What must we Americans give up in order to function in a world organization?

How can atomic energy be diverted from human destruction to human service?

How can communist, capitalist, cooperative, and socialist economies operate peaceably in one world?

If we're aiming toward a world state, which nation's concept of government shall we adopt for that state?

How can we high-school students in southern Colorado be sure that while we are becoming world-minded, students in other countries are doing likewise?

Can We Wait for "Right-Minded" Children to Grow Up?

And the atom bomb kept injecting its ugly force into the discussion. If it is true that the United States cannot long keep its secret and that nations will be able presently to destroy each other in ruthless abandon, is the United Nations organization enough? Don't we need a world state? Isn't the question of world peace too immediate for any material progress to be felt through education of children now in school?

How can we get adult communities to study and act *at once* on the issues which will decide the future of the world?

What About the Elementary School?

Those intangible matters of the spirit—understanding, acceptance of other people regardless of their politics, religion, or color—were the concern of elementary school teachers at the conference. They pointed out that elementary pupils could only imperfectly cope with abstract matters of world organization. But with these children must begin the development of habits and attitudes which would serve them as adults in deciding whether they cared as much for their neighbors as they did for themselves.

This trend in the discussion brought in the world implications of attitudes of citizens in this country towards one another. How can we expect to cooperate successfully with countries which have no color line, when the status of minority groups in this country is so uncertain?

How Did the Conferences Add Up?

Although not expected to settle these larger issues, the Colorado experimental conferences did focus attention of educators on the urgency of study-action programs in their schools, among themselves, and in their communities. And they did emphasize the necessity for educators in all fields to develop a world mind among their students and a new way of looking at old subjects.

To the Sponsoring Committee the institutes are only a beginning, an aid, and incentive to teachers of the social studies to make the day by day tasks of the schoolroom serve as keys to the new era which calls for master builders with a world outlook. Plans are underway to capitalize on the impetus given by the conferences to the study of international problems.

A survey is being undertaken to discover the extent to which the international emphasis is included in the social studies of the secondary schools throughout the State.

High-school international relations clubs are being encouraged to give wider expression to the awakened interest of students in world affairs. Their work on the organization of the United Nations is expected to culminate in a State conference of students and teachers under auspices of the Social Science Foundation.

Colorado is thus on the experimental road to world understanding through education, and it is making plans for further travel on that road.

Guidance in the Philippine Schools

The following excerpts are from a statement by Anacleto Santiago given at a recent Army Vocational Guidance Institute in Manila and sent to the U. S. Office of Education by Dr. Pedro T. Orata, Chief, Curriculum and Research Division, Department of Instruction, Commonwealth of the Philippines. Mr. Santiago was a staff member of the Institute.

Today we find ourselves faced with a new concept and a new responsibility, the problem of guidance.

In a recent study on the status of graduates from a vocational school, it was found that only 4 percent were employed in the type of work for which they have been trained in school. This is a deplorable result. It is a waste of human resources and effort. If a similar survey were made in the academic field, the situation would be found to be even more serious.

Other available studies on the subject paint the same picture as the above report. *Facts and Ideas About Philippine Education* presents 14 studies in the chapter "Occupational Information and Guidance," and the findings of all of these studies without a single exception point to the need of a functional guidance program in our schools. For instance, in one of the studies entitled "Occupations of Parents of Students" conducted in the Cavite High School in 1940–41, it was revealed among other things, that the choices of the students on the whole "did not correspond to the demand for workers in specific occupations." In another investigation entitled "A Study of the Social and Economic Problems of High School Graduates" conducted in the Romblon High School in 1940–41, the investigator found, among other things, "no evidence of guidance while in training."

The responsibility of every school, whether public or private, is not only to educate its students but to see to it that their education will blossom to fruition through correctly guiding them in their rightful careers in life. Human potentiality must be properly utilized. This is the only valid way to justify the school education given to our children. It is therefore the first task of all schools to find ways and means to set up the machinery of guidance.

But guidance should, as far as practicable, be systematic. To meet the responsibility, we must not say we are going to do it and then merely give some sort of advising to students. This would be ineffective, uneconomical, and practically useless. The desired results must be achieved through scientific guidance.

In our practice in attempting to advise students in school, we are all aware of our dependence on the principle "Teach first and guide later." Consequently, we usually give some kind of guidance in the last year of the student in school. Experience in the previous years have shown, however, that this principle did not lead us to the right road. Now we have come to see that the correct principle for guidance is: "Guide as you teach and teach as you guide."

Guidance does not consist in simply advising students to behave, to study hard, to pursue this or that course, or to go to this or that school. The new concept demands an inventory of the personal qualifications of the student, a similar inventory of the qualifications that a job demands, and a matching of these in order to secure maximum agreement. Only then can we guide the student to the right occupation.

One should not, however, presume that counseling is the end of the road to guidance. The goal is still distant. After counseling, we must give to the students that training which will prepare them for their chosen careers. To counsel them to pursue a certain career without helping them acquire those qualifications necessary to succeed in the job would be leaving them subject to probable failure. At the completion of this training, their placement follows. It is a part of our responsibility to continue our patronage on them until they get securely at their job. And when they get there, still we have to follow-up their progress in order to help them further, if necessary. Our ultimate concern is their success when they are already on the job.

School Plant Articles in Architectural Magazines

Although the standard reference books on school buildings, grounds, and equipment should be at hand when school plant specialists, school administrators, and architects plan new school facilities, additional valuable and timely suggestions are to found in annual and monthly literature of the past few years.

School administrators are generally familiar with the nationally circulated educational magazines, but it is possible that they may not be aware of the many school plant articles which have appeared in some of the architectural journals. Following is a list of representative articles on this subject which appeared in three of the architectural magazines from 1941 through 1945—*Architectural Record*, *Pencil Points*, and *The Architectural Forum*. The selection was made by Ray L. Hamon, Chief, School Housing Section, Division of School Administration.

Architectural Record

Schools and Colleges, February 1941.
New Schools for Old, June 1941.
Elementary Schools, December 1941.
Schools, March 1942.
Demountable School, Prefabricated School for FWA, by Franklin and Kump, May 1942.
Lessons from Swedish Schools, October 1942.
School in the Adirondacks, by Haskell, Churchill, and Seidenberg, December 1942.
Elementary School, January 1943.
New Schools After the War, February 1943.
On Planning the Postwar School, by Nichols and Friswold, March 1943.
Community Schools, March 1944.
The School of the Future, by Kenneth K. Stowell, March 1944.
J. W. Sexton High School, by Warren S. Holmes, April 1944.
Two Designs for an Elementary School, April 1944.
Sixteen Ways of Daylighting Classrooms, by Douglas Haskell, May 1944.
El Tejon School, by Frank Wynkoop, March 1945.
Neighborhood Schools, June 1945.
Advances in the Art of Schoolroom Daylighting, by Frank Wynkoop, July 1945.

Pencil Points (Progressive Architecture)

Hollywood High School, by Marsh, Smith & Powell, May 1941.
Experimental Public School, Bell, Calif., by Richard J. Neutra, May 1941.
Hawthorne Grammar School, Beverly Hills, Calif., by Ralph C. Flewelling, May 1941.
Long Beach Polytechnic High School, by Hugh R. Davies, May 1941.
Acalanes Union High School, Contra Costra County, Calif., by Franklin and Kump, May 1941.
Deer Valley Union School, Brentwood, Calif., by Frederick H. Reimers, May 1941.
Oliver Morton School, Hammond, Ind., by Elmslie and Hutton, September 1941.
Ross School, Ross, Calif., by Carl F. Gromme, June 1942.
Jericho School, Long Island, N. Y., by Godwin, Thompson, and Patterson, June 1942.
Machine and Metal Trades High School, by Eric Kebbon, June 1942.
Granite City, Ill., Kindergarten School, in Replanning Exhibition, by Seniors in School of Architecture, Washington University, St. Louis, September 1942.
Kingsford Heights, Ind., Typical School Building, by Garfield, Harris, Robinson, and Schafer, October 1942.
Community School, Dover, Del., by Walter Carlson, November 1942.
Arlington Heights High School, Fort Worth, Tex., Preston M. Geren, November 1942.
War School for the Treadwell School District, Wayne County, Mich., by Lyndon and Smith, November 1942.
School-Community Center, Centerline, Mich., by Saarinen and Swanson, November 1942.
The School Plant Reexamined, by John Lyon Reid, September 1943.
Discussion of School Buildings After the War, by Holmes and Shigley, April 1943.
Rugen School, Glenview, Ill., by Perkins, Wheeler, and Will, September 1943.
Postwar Elementary School, by Childs and Smith, September 1943.
McLaughlin Junior High School, Vancouver, Wash., by Day W. Hilborn, February 1944.
Photograph of Taliesin West, Maricopa Mesa, Paradise Valley, Ariz., by Frank Lloyd Wright, June 1944.
Carmel High School, Carmel-by-the-Sea, Calif., by Franklin and Kump, April 1945.
High Point School, Seattle, Wash., by Stuart, Kirk, and Durham, April 1945.
Sunnylea School, Etobicoke, Ontario, by John Burnet Parkin, April 1945.
Codes Should Be Instruments for School Planning, by John E. Nichols, April 1945.

The Architectural Forum

School for Crippled Children, Denver, Colo., by Burham Hoyt, February 1941.
High School, Colorado Springs, by Hoyt and Bunts, February 1941.
Crow Island School, Winnetka, Ill., by Eliel and Eero Saarinen, Perkins, Wheeler, and Will, August 1941.
Cardinal Hayes High School, Bronx, New York City, by Eggers and Higgins, December 1941.
Gloucester High School, Gloucester, Mass., by Coolidge, Shepley, Bulfinch, and Abbott, March 1942.
Thomas O. Larkin School, Monterey, Calif., by Stanton and Mulvin, April 1942.
New Buildings for 194*x*:
High School, by Perkins, Wheeler, and Will, May 1943.
Trade School, by Voorhees, Walker, Foley, and Smith, May 1943.
Planned Neighborhoods for 194*x*: The School-Neighborhood Nucleus, by N. L. Engelhardt, Jr., October 1943.
Primary School in Basel, Switzerland, by Harmann Baur, January 1944.
Public School System for Delano, Calif., by Ernest J. Kump, April 1944.

Recent Appointments

(*From page 2*)

tion, Mr. Armsby will serve as liaison officer between the Office and the engineering colleges. His first objective is to establish and maintain a clearing house for information and educational and statistical studies of value to engineering educators, and also to industrialists, Government officials, and prospective engineering students.

Mr. Armsby has served as a member of the National Council of the Society for the Promotion of Engineering Education, and as chairman of the Missouri section. At the present time, he is chairman of the Society's committee on secondary schools.

Permissive School Entrance Ages in Local School Systems

by Grace S. Wright, Elementary Education Division

CURRENT interest in the education of the young child is reflected in the many inquiries which the U. S. Office of Education receives with regard to regulations governing his entrance into the kindergarten or first grade of the public school. School people write that parents are concerned because of restrictions which keep their children out of school a year unless their birthdays precede a given date. They want to know how other systems are handling this problem. Other school officials interested in developing a policy which will assure that children entering the first grade will be able to do the work of first grade, want to know what is the most generally accepted chronological age for entrance to first grade.

While information is fairly complete on compulsory-school-attendance ages, relatively little is available on the ages at which children are permitted to enter school. The reason for this is clear: Compulsory school attendance laws are State-wide in their application; regulations governing permissive school entrance ages are, in most States, made by the local school boards. The result is that in any one State there may be as many different rulings as there are school boards. Even in a State which has a law specifying minimum and maximum ages for attendance at school, interpretation of the law may vary widely among the local systems. For example, New York State Education Law, section 311, provides that a local board may establish kindergartens which shall be free to resident children between the ages of 4 and 6, "provided, however, such board may fix a higher minimum age for admission to such kindergarten." Education Law, section 567, reads: "A person over 5 and under 21 years of age is entitled to attend the public schools . . ." The wide variations in practice which exist in this State are commented upon as follows in a recent bulletin of the New York State Department of Education (No. 1297) entitled "Pupil Progress in the Elementary Schools of New York State":

> There seems to be no uniformity of practice in regard to age of school entrance. Practice throughout the State varies from entrance at an age less than 4 in a two-year kindergarten to entrance at age 6 or above in schools having no kindergarten. Many schools do not maintain kindergartens but enter five-year-olds in the first grade in order to meet the legal requirements. The entrance ages in schools having a one-year kindergarten vary from one school to another by nearly a year.

In order to discover any central tendencies among school systems in meeting this problem of entrance ages, as well as existing divergent practices, a compilation has been made of available information contained in publications of local school systems on file with the U. S. Office of Education. These publications include elementary school handbooks; teachers' manuals, rules, and regulations; etc. In a few cases, in order that each State might be represented at least once, direct inquiry was made of a city school system. Although some information is included for a total of 110 cities and counties in 48 States and the District of Columbia, complete information is not available in all cases.

"Six years of age by January 1" (which generally means *prior to* January 1), is the most frequently mentioned age criterion for entrance to first grade; and "5 years by January 1," for entrance to kindergarten. November 1 and December 1 are the next most popular age-criterion dates. In fact, the 2-month period, November 1 to January 1, includes one-half of all of the cases for first-grade entrance.

Alabama, North Carolina, South Carolina, and Virginia have State laws requiring the child to be 6 on or about the time of entrance to first grade. Beaumont and Dallas, Tex., do not admit children at the beginning of the school year who become 6 after October 1, although Dallas—which has a 2-term year—will admit those who become 6 by February 1 to the second term upon payment of tuition. Port Arthur Tex. requires children to be 5½ before they may enter kindergarten. Keokuk, Iowa; Portland, Maine; and Santa Fe, N. Mex. are other systems operating on an annual promotion plan, which have a ruling that children who will not be 5 or 6, for kindergarten or first grade respectively, approximately at the beginning of the term, may not be permitted to enter until the following school year. In justification of its policy, Keokuk says:

> Our present rule became effective September 1942. [Prior to that the critical date was January 1.] Since that time we have had a number of requests for exceptions, but we have, until this time, made no exceptions to the rule. Also, at the end of each year since the rule became effective, we have had the kindergarten teachers and then, finally, the first- and second-grade teachers submit written reports indicating whether or not they feel the delayed age has been of some help to them in the development of the school program. In all cases the teachers have indicated that the delay has made a noticeable difference in the maturity of the pupils and in their social attitudes in the schoolroom. The reports as submitted have strengthened our belief that the kindergarten age should be delayed as we have done here.

At the other extreme are school systems which accept children for first grade who are just over 5 or are less than 5½. Examples of such systems are found in the States of California, Massachusetts, Michigan, New Hampshire, and New York. Other States in which fairly early entrance ages are found are Illinois, Kentucky, Nebraska, Ohio, Pennsylvania, and West Virginia.

(In the accompanying table, dates given, such as "6 by March 1," are *following* the opening of school in September; ages given, such as "5 years, 9 months," are *at* the opening of school, or the first day of the second term, as the case may be. Dashes indicate that information is not available. To make for greater uniformity, when admission dates are reported by local systems as on or before the last day of the month, they are referred to here as the first day of the succeeding month, e. g., "on or before December 31" has been changed to "by January 1.")

Minimum entrance ages to first grade and kindergarten in 110 local school systems

School System	Minimum age for fall entrance		Minimum age for midyear entrance	
	First grade	Kindergarten	First grade	Kindergarten
1	2	3	4	5
ALABAMA:				
Birmingham	6 by Oct. 1	No kindergarten	6 by Feb. 1	No kindergarten.
Montgomery	do	do	(*)	Do
ARIZONA:				
Phoenix	6 by Dec. 1	5 by Dec. 1	(*)	(*).
Tucson	6 by Jan. 1	4 (by tuition only)	(*)	(*).
ARKANSAS:				
Little Rock	do	No kindergarten	6 by 9 wks. after opening of term.	No kindergarten.
CALIFORNIA:				
Los Angeles	6 by Mar. 1	5 by Mar. 1	6 by Aug. 1	5 by Aug. 1.
Pasadena	do	do	do	Do.
San Francisco	do	do	do	Do.
COLORADO:				
Denver	5 yrs. 11 mos	4 yrs. 11 mos	5 yrs. 11 mos	4 yrs. 11 mos
Greeley	6 by Dec. 1	5 by Dec. 1		
CONNECTICUT:				
New Haven	6 by Jan. 1 [1]	5 by Jan. 1 [1]		
DELAWARE:				
Wilmington	6 by Jan. 1	5 by Jan. 1	(*)	(*).
DISTRICT OF COLUMBIA:				
Washington	6 by Nov. 1	5 by Nov. 1	6 by Mar. 15	5 by Mar. 15.
FLORIDA:				
Jacksonville and Duval County	5 yrs. 9 mos	No kindergarten		
Tampa and Hillsboro County	5 yrs. 8 mos	do	(*)	No kindergarten.
GEORGIA:				
Augusta	6 by Jan. 1	do	(2) (*)	Do.
Savannah	6 by Oct. 1 for 2-term schools; 6 by Dec. 1 for 1-term schools.	do	6 by Apr. 1	Do.
IDAHO:				
Boise	6 by Oct. 15 [3]	do	(*)	Do.
ILLINOIS:				
Christian County	6 by Feb. 1 [4]			
Des Plaines	6 by Dec. 1	5 by Dec. 1	(*)	(*).
Lake County	6 by Feb. 1 [4]			
Rockford	6 by Jan. 1	5 by Jan. 1	(*)	(*).
INDIANA:				
Delphi Township	6 by Nov. 1		(*)	(*).
Evansville	6 by Dec. 1	5 by Dec. 1	6 by May 1	5 by May 1.
Henry County	6 by Jan 1			
Indianapolis	6 by Nov. 12	No kindergarten	6 by Apr. 8	No kindergarten.
LaPorte County	6 when school opens [5]	do	(*)	Do.
IOWA:				
Cedar Falls	6 by Nov. 1 [6]	5 by Nov. 1 [6]	(*)	(*).
Cedar Rapids	6 by Oct. 1	5 by Oct. 1	6 by Apr. 1	5 by Apr. 1.
Keokuk	6 by Sept. 15	5 by Sept. 15	(*)	(*).
KANSAS:				
Holton	6 by Jan. 1		(*)	(*).
Topeka	do	5 by Jan. 1	(*)	(*).
KENTUCKY:				
Ashland	6 by last day of 1st semester.		(*)	(*).
Louisville	5 yrs. 9 mos	4 yrs. [7]	5 yrs. 9 mos	4 yrs.[7]
LOUISIANA:				
New Orleans	5 yrs. 8 mos	4 yrs. 8 mos.[8]	5 yrs. 8 mos	4 yrs. 8 mos.[8]
Shreveport	do	No kindergarten		No kindergarten.
MAINE:				
Portland	6 by Oct. 15	4 by Oct. 15; 5, for subprimary.	(*)	(*).
Sorrento		5 by Oct. 15 (subprimary grade).	(*)	(*).

Minimum entrance ages to first grade and kindergarten in 110 local school systems—Continued

School System	Minimum age for fall entrance		Minimum age for midyear entrance	
	First grade	Kindergarten	First grade	Kindergarten
1	2	3	4	5
MARYLAND:				
Baltimore	6 by Nov. 15	5 by Nov. 15	6 by Apr. 1	5 by Apr. 1.
Prince Georges County	6 by Jan 1 [9]	No kindergarten	(*)	No kindergarten.
MASSACHUSETTS:				
Boston	6 by June 15	5 by June 15	(*)	(*).
Holden	6 by Jan. 1 [10]			
Wakefield	6 by Apr. 1 [11]			
MICHIGAN:				
Detroit	5 yrs. [12]	4 yrs.[12]	5 yrs.[12]	4 yrs.[12]
Grand Rapids	6 by Mar. 1	5 by Mar. 1	6 by Aug. 1	5 by Aug. 1.
Ironwood	5 yrs	4½ yrs	(*)	(*).
MINNESOTA:				
Breckenridge	6 by Jan. 1		(*)	(*).
Minneapolis	6 by Jan. 1, or after 1 yr. kindergarten.	5 by Jan. 1 [9]	(*)	(*).
Morris	6 by Jan. 1		(*)	(*).
MISSISSIPPI:				
Meridian	6 by Dec. 1	No kindergarten	If 6 by Mar. 1, child is admitted to reading readiness group in centrally located elementary school.	
MISSOURI:				
Cabool School District No. 4	6 by Jan. 1	do	(*)	No kindergarten.
Kansas City	6 by Nov. 1 [6]	5 by Nov. 1 [6]	(*)	(*).
Nevada	6 by Jan. 1		(*)	(*).
MONTANA:				
Beaverhead County, District No. 10	6 by Dec. 15	5 by Dec. 15	(*)	(*).
Butte	6 by Nov. 15 [6]	No kindergarten	(*)	No kindergarten.
Helena	6 by Nov. 1 [13]	5 by Jan. 1	(*)	(*).
NEBRASKA:				
Lincoln	6 by Feb. 1, or after 1 yr. kindergarten.	5 by Feb. 1 [9]	(*)	(*).
NEVADA:				
Reno	6 by Jan. 1	5 by Jan. 1		
NEW HAMPSHIRE:				
Manchester	6 by Apr. 1	5 by Apr. 1	(*)	(*).
NEW JERSEY:				
Glen Rock	Approximately 6; mature.	5 by Mar. 1	(*)	(*).
Newark	5 yrs. 9 mos	4 yrs	5 yrs. 9 mos	4 yrs.
Rutherford	No specified age [14]	5 by Jan. 1	(*)	(*).
NEW MEXICO:				
Santa Fe	6 by Oct. 6	No kindergarten	(*)	No kindergarten.
NEW YORK:				
Croton-Harmon	6 by Jan. 1 [15]	5 by Jan. 1		5 by Jan. 1.
Hornell	After 1 yr. kindergarten.[16]	do	(*)	(*).
Port Chester	After 1 yr. kindergarten.[17]	do	(*)	(*).
Rochester	6 by Apr. 1 [18]	5 by Nov. 15 [19]	(*)	(*).
Scotia	6 by Oct. 15, or after 1 yr. kindergarten.	5 by Mar. 1		
NORTH CAROLINA:				
Charlotte	6 by Oct. 1	No kindergarten	(*)	No kindergarten.
Raleigh	do	do	(*)	Do.
NORTH DAKOTA:				
Bismarck	6 by Jan. 1	No kindergarten		No kindergarten.
OHIO:				
Ashtabula Harbor	6 by Dec. 15	5 by Dec. 15		
Bellevue	do	do		
Cincinnati	6 by Nov. 1 [20]	5 by Nov. 1 [20]	(*)	(*).
Jefferson County	6 prior to beginning 2d term. [4]			
Orrville	6 by Jan. 1		(*)	(*).
Parma	do	5 by Jan. 1		

Minimum entrance ages to first grade and kindergarten in 110 local school systems—Continued

School System	Minimum age for fall entrance		Minimum age for midyear entrance	
	First grade	Kindergarten	First grade	Kindergarten
1	2	3	4	5
Oklahoma:				
Oklahoma City	6 by Dec. 1	5 by Dec. 1	(*)	(*).
Tulsa	6 by Nov. 1	5 by Nov. 1	(*)	(*).
Oregon:				
Bend	6 by Nov. 15			
Josephine County School District No. 7	6 by 1st day of school [21]	No kindergarten	(*)	No kindergarten.
Pennsylvania:				
DuBois	6 by Feb. 1	do		Do.
Mount Lebanon	6 by 1st day of school [22]	4 by Sept. 1		
Pittsburgh	6 by Dec. 1 for two-term schools; 6 by Feb. 1 for one-term schools. [9]	3 yrs. 9 mos. [7]	6 by May 1 [9]	3 yrs. 9 mos. [7]
Waynesboro	6 by Feb. 15		(*)	(*).
Rhode Island:				
Providence	6 by Dec. 1 [23]	4½ by end of 1st month of school.	6 by Apr. 15 [23]	4½ by end of 1st month of term.
South Carolina:				
Charleston	6 by Nov. 1	No kindergarten		No kindergarten.
South Dakota:				
Aberdeen		5 by Jan. 1	(*)	(*).
Mobridge	6 by Jan. 1		(*)	(*).
Yankton	When child scores 75 on reading readiness tests.	5 yrs. by Sept. 1		
Tennessee:				
Chattanooga	6 by Jan. 1	No kindergarten		No kindergarten.
Texas:				
Beaumont	6 by Sept. 1	No kindergarten	(*)	Do.
Dallas	do	do	6 by Feb. 1 (by tuition)	Do.
El Paso	6 during first 40 school days. [24]	do	6 during first 40 school days of term. [24]	Do.
Port Arthur	([25])	5½ by Sept 1	([25])	5½ by Mar. 1.
Utah:				
Logan	6 by Nov. 1	5 by Nov. 1	(*)	(*).
Vermont:				
Bennington	Ready for reading	5 by Jan. 1		
Burlington	6 by Jan. 1	do		
Virginia:				
Dinwiddie County	6 by Oct. 1			
Highland County	do			
Richmond	([26])	5½ yrs [26]	([26])	5½ yrs. [26]
Washington:				
Aberdeen	6 by Dec. 1	5 by Dec. 1	(*)	(*).
Hoquiam	do	5 at opening of school [27]		
Mount Vernon	6 by Nov. 1			
West Virginia:				
Charleston and Kanawha County	6 by Feb. 1 [28]	No kindergarten		No kindergarten.
Mercer County	6 by Feb. 1	do		Do.
Wisconsin:				
Lake Geneva		5 by Jan. 1		
Manitowoc	6 by Oct. 1; 2 yrs. kindergarten; and readiness.	4 by Oct. 1 (two yr. kindergarten).	(*)	(*).
Milwaukee	6 yrs [15]	4 yrs	6 yrs [15]	4 yrs.
Wyoming:				
Cheyenne	6 by Nov. 1	5 by Nov. 1	(*)	(*).

* No midyear entrance.

[1] *New Haven, Conn.*—Children from the kindergarten who are 1 to 3 months younger may be admitted to first grade, if—as a result of the kindergarten teacher's judgment together with a test administered by the testing department—probable success in the first grade is indicated. Children may be admitted to kindergarten down to 4 years if there is room. First graders are not admitted after October 1, but children are admitted to kindergarten at any time. Each case after the first of the year is passed on individually.

[2] *Augusta, Ga.*—Although midyear entrance classes have been eliminated, children whose sixth birthdays come in the month of January may enter at the beginning of the second semester, provided they have been taught and demonstrate ability to go along with the class.

[3] *Boise, Idaho.*—Children who become 6 by January 1 may be admitted to first grade if enrollments permit and if they have a physical and mental development equal to 6 years.

[4] *Christian and Lake Counties, Ill.; Jefferson County, Ohio.*—Local boards may set earlier dates following which admission is refused.

Next page

Factors Other Than Age Which Condition Enrollment

As is shown by the footnotes to the above table, under certain conditions 20 percent of the 110 school systems permit the enrollment of children younger than the prescribed entrance ages. These conditions vary from the passing of mental and physical tests, with recommendation by the psychologist or other school officer, to availability of classroom space. In some cases admittance is probationary, retention being dependent upon the child's accomplishments.

In four of the five New York school systems included, admission to first grade is contingent wholly or in part upon the completion of kindergarten. Hornell, for example, states that "All children are required to take a year's work in kindergarten." In several other cities children are "expected" to attend kindergarten. Manitowoc, Wis.'s rule reads:

> All children between 4 and 5 years of age are expected to attend kindergarten for 2 years.
>
> * * * * *
>
> All children in the senior kindergarten are to be given a mental test in February * * * to help the kindergarten teacher to prepare the child for the first grade according to his apparent capacity to achieve. It also aids the teacher to determine which children should be promoted.

Rutherford, N. J., bases admission to first grade upon the pupil's physical and social maturity and his reading readiness; Yankton, S. Dak., and Bennington, Vt., on his reading readiness.

In general, the other school systems included here make no mention of exceptions to a prescribed age-criterion. However, except for those systems which are governed strictly by State laws, few have stated emphatically that exceptions may not be allowed. Keokuk, Iowa, previously mentioned, is an example of the latter, as is Grand Rapids, Mich. Topeka, Kans., another city in which age is the absolute criterion, has this to say:

> We have held to the simple age requirement because it is easily administered and enforced * * * By adhering strictly to the age requirement we do keep some children out of kindergarten longer than their development neeessitates. However, we feel we can make up for these conditions after we get the child by placing him with his correct social age group. In our experience the simple age requirement is the most satisfactory basis for admitting kindergarten and first-grade children.

Midyear Entrance

Fewer than one-fourth of the local systems included in the list report that they have midyear entrance, while nearly one-half report that they do not have. The other one-fourth make no reference to the matter. Assuming that when admission ages are stated as 5 or 6 by a given date with no mention of a later date for midterm admission, the system is an annual promotion one, then it may be concluded that approximately three-fourths of the schools operate on a one-term or annual promotion plan. Seven cities—Tucson, Ariz.; Wilmington, Del.; Augusta, Ga.; Rockford, Ill.; Keokuk, Iowa; Lincoln, Nebr.; and Port Chester, N. Y.—reported that they have recently eliminated midyear promotions.

State Regulations

A number of cities have referred to regulations which exist in their States and to the fact that their rules are based upon these State regulations. Although no check has been made to determine how many States have regulations regarding permissive school entrance ages, mention of those which have been referred to by local systems may be of interest.

Specific entrance ages which are strictly enforced, are prescribed by a few States. California, in 1945, enacted legislation which prescribes admission ages for all schools in the State: Five years before March 1 for entrance to kindergarten; 6 years before March 1 for entrance to first grade. No differentiation is made in ages for admission of beginners in one-term and two-term school districts. In Alabama, all pupils who enter school in the fall term must be 6 years of age on or before October 1 of that school year; in a semiannual promotion system pupils may enter for the second semester who will be 6 years of age on or before February 1. The Act of the North Carolina Legislature provides "that children to be entitled to enrollment in the public schools must be 6 years of age on or before October 1 of the year in which they enroll and must enroll during the first month of the school year."

Some States prescribe a minimum en-

[5] *LaPorte County, Ind.*—Approximately two-thirds of the 21 townships enforce the rule laid down by the County Board of Education, while the other one-third do not.

[6] *Cedar Falls, Iowa; Kansas City, Mo.; Butte, Mont.*—A child 2 months younger may be admitted if he satisfactorily passes readiness tests.

[7] *Louisville, Ky.; Pittsburgh, Pa.*—When school is crowded, older children are considered first for admission.

[8] *New Orleans, La.*—Children may enter kindergarten at any time during the school term when they reach the age of 4 years and 8 months.

[9] *Prince Georges County, Md.; Minneapolis, Minn.; Lincoln, Nebr.; Pittsburgh, Pa.*—A child 1 month younger may be admitted if he satisfactorily passes readiness tests.

[10] *Holden, Mass.*—In special cases a child may be admitted if a test given by a State clinic indicates a mental age of 6 years and 6 months.

[11] *Wakefield, Mass.*—A younger child who is shown by an intelligence test to have a mental age on September 1 of at least 6 years may be admitted during the first 2 weeks of school.

[12] *Detroit, Mich.*—These ages are in accordance with State law. However, the attendance of 4-year-old children at kindergarten is discouraged.

[13] *Helena, Mont.*—A child whose birthday occurs between November and January 1 may enroll, on probation, with the understanding that he may be excluded if found too immature to handle first-grade work.

[14] *Rutherford, N. J.*—Entrance to the first grade is made on the basis of the pupil's physical and social maturity and his reading readiness.

[15] *Croton-Harmon, N. Y.; Milwaukee, Wis.*—Principal and first-grade teacher may allow exceptions.

[16] *Hornell, N. Y.*—There is no set age for first-grade entrance. All children are required to take a year's work in kindergarten. A boy or girl moving into the district at age 6 is compelled to take kindergarten before entering the first grade. Pupils are admitted in September and none are admitted during the school year, which ends in June, except in the case of families who move into the district during the school year.

[17] *Port Chester, N. Y.*—There is no regulation as to date of admission into first grade. If a child has put in 1 full year in kindergarten and the teacher believes he is ready for first grade he is "passed". When there is douht as to a child's ability to do first-grade work, he is examined by the school psychologist and her judgment is followed.

[18] *Rochester, N. Y.*—Children of this age—and in some instances younger children—who are recommended by the kindergarten teacher are placed with first-grade teachers. During the first month study of their readiness for first grade experiences will be made. First-grade teacher's and kindergarten teacher's judgment, as well as test results, will be considered in determining the readiness of each child to begin a 1B program. Those who are ready will move *gradually* into a 1B program; those who are not, will return to the kindergarten.

[19] *Rochester, N. Y.*—A child who becomes 5 years of age between November 15 and April 15 may be admitted on his fifth birthday.

[20] *Cincinnati, Ohio.*—The superintendent may issue regulations governing the admission of younger children, provided that no child under 4 years and 6 months shall be admitted to kindergarten, and no child under 5 years and 6 months shall be admitted to first grade. In case of inadequate building facilities, the superintendent may refuse admittance to kindergarten until such time as room is available.

[21] *Josephine County, School District No. 7, Oreg.*—Date may be extended to November 15 if child presents a certificate from a doctor stating that he is over-developed and requesting he be permitted to enter school. First graders are tested and if not found mature enough for first-grade work are required to wait another year before continuing school.

[22] *Mount Lebanon, Pa.*—A child who will be 6 years old by February 1 may enter the first grade if he satisfactorily passes reading readiness tests.

[23] *Providence, R. I.*—This age may be lowered for children who have attended kindergarten three-fourths of a year if intelligence tests show they have a mental age of 6 years; children 5½ years old who have not attended kindergarten may be admitted if tests show they have a mental age of 6 years and 6 months.

[24] *El Paso, Tex.*—Children may be admitted on payment of tuition to either term of school, if their birthdays follow this 40-day period but precede the close of the term in which they seek to enter subject to any examination which may be required.

[25] *Port Arthur, Tex.*—Parents are urged to send a child to kindergarten as soon as he is old enough to attend. If for some reason a child is more than 6 years of age when he enrolls for the first time, his case is decided on its own merits. The temporary classification is usually in the kindergarten. If the teacher, principal, and classification personnel feel the child should go on into first grade he is placed there after a short period of observation.

[26] *Richmond, Va.*—The general policy in Richmond is to admit students to Junior Primary 1 (which is the first semester of kindergarten) if they are 5½ years old. However, due to crowded conditions in some schools and insufficient room in others, the policy is not rigidly adhered to. Principals use their discretion. In most schools the kindergarten lasts for an entire year, though there are a few schools which begin some first-grade work in the second semester of the kindergarten.

[27] *Hoquiam, Wash.*—Where not more than 35 pupils are enrolled during the first 2 days of school, additional pupils under 5 years may be enrolled until the total of 35 is reached, preference being given according to age.

[28] *Charleston, W. Va.*—A younger child of precocious development who has attended kindergarten may be permitted to attend school, but his attendance may not be counted with the average daily attendance for the school.

trance age but authorize local boards to establish later entrance ages at their discretion. Florida provides that all pupils must be 5 years 8 months old on the date of registration to enter first grade. A law recently enacted in the State of Maine prohibits the enrollment in first grade of children who will not become 6 by December 31 of the school year. For enrollment in classes below first grade, the Maine law reads: "In schools which offer the plan for the subprimary grade as outlined in the elementary school curriculum, only those children who are or will become 5 years of age on or before October 15 of the school year shall be admitted. In schools which offer other plans of childhood education prior to grade 1, only those children who with regular progress through the program will attain the minimal age heretofore prescribed for grade 1 shall be admitted." In South Dakota, school boards may authorize the enrollment of children who will have attained the age of 6 years on or before the first day of January of the same school year.

Several States prescribe ages at which children *must* be allowed to enter school. In Arizona, Minnesota, and Ohio, schools must be open to children who are 6 years of age, but local boards are permitted to set the date during the year before which the sixth birthday must occur. Illinois passed a law in 1943 providing that a child who reaches the age of 6 by December 1 may enter school in September. This does not prohibit local boards from allowing younger children to enter. The Louisiana State law says that all children who will reach their sixth birthday within 4 months after the opening of school shall be eligible to enter at the beginning of the term. According to Michigan law, resident children between the ages of 4½ and 7 are entitled to instruction in kindergarten, and in districts which do not maintain kindergartens every 5-year-old resident child is entitled to attend school.

Types of Regulations

The following excerpts from school regulations are given as illustrative of the variety of types which exist:

Washington, D. C. *Bylaws and Regulations* 1937 [in effect 1945–46]:

During the first semester of the school year children 5 years of age and upward by November 1 may be admitted at the opening of school in the order of application. For the second semester of the school year the same procedure shall be followed, but March 15 shall be substituted for November 1.

Children who are 6 years of age and upward by November 1 may be admitted to grade 1 during the period of enrollment for first semester. Children who are 6 years of age or over by March 15 may be admitted to grade 1 during the period of enrollment for the second semester.

Kansas City, Mo. *Handbook 1945–1946*, Special Kindergarten and First-Grade Entrance Tests:

Children who will be 5 years old on or before November 1 and children who will be 6 years old on or before November 1, are entitled to enter the kindergarten and first grade respectively provided retardation or emotional maladjustment does not make their entrance inadvisable.

Young children under age for kindergarten or first grade may be recommended by the Psychologist for special entrance to kindergarten or first grade provided they will be 5 or 6 years old during November or December (November 2 to December 31). All tests for special entrance to kindergarten or first grade are given at the Psychological Clinic. Children who will not be 5 years old until January 1946, should not be enrolled in kindergarten until September 1946. Children who will not be 6 years old until January 1946, should not be enrolled in first grade until September 1946.

All children who are to attend kindergarten are expected to enroll during the first 5 weeks of school. However, children new to Kansas City, i. e., children of parents who move to Kansas City after the expiration of the first 5 weeks of school, may enter kindergarten or be recommended by the Psychologist, if under age for kindergarten, throughout the year. It is understood of course that only children who would have been eligible for kindergarten at the opening of school had they been in the city at that time can be admitted to kindergarten at a later date.

Children who have not previously been enrolled in first grade in another community may enter the first grade during the first 5 weeks of school, i. e., new first grade pupils are not admitted after the first 5 weeks, but they may enter by transfer from another community provided they have attained the required enrollment age of first grade pupils in the Kansas City Public School System.

Reno, Nev. *General Rules and Regulations*, 1945:

Any child whose fifth birthday falls on or before December 31 of the current *calendar* year may be admitted to kindergarten; any child whose sixth birthday falls on or before December 31 of the current *school* year may be admitted to the first grade.

Original admission to elementary grades shall be only at the beginning of the fall term.

Any child at proper age may be admitted to the kindergarten at any time.

Library Service

Library Conference

Participants in the First Annual Eastern Pennsylvania Library Conference, sponsored jointly by the library schools of the State Teachers Colleges at Millersville and Kutztown, and held in April on the campus of the latter institution, were given opportunity through exhibits and displays, talks, group conferences, and tours of school libraries to consider important factors of the conference theme, "Better Libraries Mean Better Schools."

Subjects discussed included: *Audio-Visual Aids* presented from the point of view of the school administrator, the museum and art gallery director, the curator of the historical society, and the librarian; *Planning School Libraries* as carried on by the school administrator; *Book Selection for School Libraries* as conceived of by educators and librarians; *Functions and Purposes of School Libraries* presented by a teacher, a principal, a librarian, and a representative of the Middle States Association.

Out-of-State speakers were: Louis Shores, Director of the Library School, George Peabody College for Teachers, Nashville, Tenn., who addressed the group on "Outlook for School Librarianship"; and Nora E. Beust, Specialist in School and Children's Libraries, U. S. Office of Education, who spoke on the subject, "Encouraging the Maximum Use of the Elementary School Library."

Library Training for Veterans

The American Library Association recently called the attention of librarians to a program developed by the public library of Gary, Ind., for apprentice training of veterans under the Servicemen's Readjustment Act of 1944. The Gary plan is presented as a means whereby a library may assist veterans to prepare for professional librarianship and simultaneously augment its staff. Training is offered by the library in conjunction with a library school, and the program has received approval from the State educational agency as required by the Veterans Administration.

Under this apprentice program, a veteran trainee is guaranteed an income at a predetermined rate sufficient for living purposes from Government allowances under the G. I. Bill of Rights, supplemented by pay from the library. The A. L. A. reports that trainees at Gary Public Library will receive from its staff practical instruction in reference work, book selection, community services, and adult education, and will be required to take during their training period at least one course each quarter in the Graduate Library School, University of Chicago. It is expected that a veteran entitled to two and one-quarter years of schooling with Government allowances will be able to complete, while working full time in the library, the requirements for a library science degree. Admission to apprentice training in Gary Public Library presupposes graduation from an accredited college.

Fellows of Library of Congress in Education

For the purpose of extending the library resources and services of the Government in the field of education and reducing the possibility of uneconomical duplication of activities, a cooperative arrangement has been developed during the past year between the Library of Congress and the U. S. Office of Education. According to the *Annual Report of the Librarian of Congress, 1945*, this arrangement provides for the nomination by the Commissioner of Education of subject specialists on his staff as Fellows of the Library of Congress in Education, who make recommendations as to the acquisition of material by the library and the development of its educational collection.

This cooperative arrangement of the Library of Congress with the Office of Education is similar to that with the National Gallery of Art. "The extension of the principles of cooperation embodied in these agreements," observes the Librarian of Congress in his *Annual Report*, "should result in benefits to the whole Federal establishment, for, by reducing duplication of effort and by assuming an interchange of resources, the collection and services of each agency can be strengthened and made more widely available."

Institute on Book Selection

The theme of the third annual institute of the Children's Section of the Michigan Library Association held recently at Grand Rapids, Mich., was "Book Selection." Throughout the meeting it was stressed that children's books should satisfy the individual needs of young readers. There were exhibits of books that represented the interests of children from preschool and elementary school to those prevalent in the junior and senior high school. The *Supplement to 500 Books for Children* formed the basis of the books discussed for age groups below the senior high school.

Introducing Books to Children by Radio

A series of weekly radio broadcasts entitled, "Books Bring Adventure," has proven during the past year a successful means of introducing books to children in the public schools of Battle Creek, Mich., according to a recent number of *Library News*, issued by the Michigan State Library.

"Books Bring Adventure" is a series of book adaptations dramatized and transcribed for radio presentation by the Association of Junior Leagues of America, and includes casts of leading stage and radio actors. For its selection of titles, the Association relied on a committee of specialists in children's literature, who chose books bringing to boys and girls in the upper elementary grades the experiences of children in foreign lands as well as in the United States.

This series of weekly broadcasts was presented in Battle Creek by the public library, which purchased in advance several copies of each book dramatized. An announcement after each program referred listeners not only to the boys' and girls' department of the library, but also called attention to related materials for parents in the adult department.

Restocking Libraries Abroad

The American Book Center for War Devastated Areas, Inc., with headquarters at the Library of Congress, announces in a recent release that it has been recognized by governmental and private agencies as the official coordinator of activities for restocking libraries abroad which were destroyed during the recent conflict.

According to its executive director, the American Book Center has a two-fold objective: (1) To coordinate all efforts to aid in the reestablishment of foreign libraries; and (2) to build a stockpile of printed materials for distribution to these institutions.

In carrying out these aims, the center plans to collect scholarly books and journals useful in research and in the rehabilitation of war-ravaged areas. It hopes to receive such materials as gifts from libraries, educational institutions, learned societies, professional organizations, publishers, and from scholars, scientists, and other individuals throughout the United States.

The American Book Center plans to present its program on a State-wide and Nation-wide basis and to have the assistance and participation of learned, professional, technical, educational, and other groups in securing gift materials. Library organizations represented in the Joint Committee on Devastated and Other Libraries of the Council of National Library Associations will be asked to bring the program to all types of libraries in the United States and Canada.

Books for the Adult Blind

Talking Books for the Blind Placed in Distributing Libraries, July 1942–June 1944 has been issued by the Library of Congress. This list of books

recorded for the use of the adult blind includes a directory of the libraries responsible for their distribution, and 112 items arranged by broad subjects under the headings of biography; description, travel, adventure; essays, belles lettres; fiction; history; music, poetry; political science; radio; religion and ethics; science and natural history; and sociology. Entries include information as to title, author, reader, publisher, date, number of containers, number of records, and descriptive annotations. An index of authors, readers, other persons, and titles is provided.

Talking Books for the Blind may be secured upon application to The Library of Congress, Washington 25, D. C.

New Libraries in Venezuela

Significant educational progress, including provision for new libraries, has been noted under the present government in Venezuela in a recent report from the American consulate in Maracaibo.

A decree in the State of Zulia has authorized new library buildings and fixtures for seven municipalities whose councils have been made responsible for furnishing books and custodial service.

Reading Interests of Veterans

Security and independence are leading interests of returned veterans as reflected in their reading during the past year, according to reports received by the American Library Association from representative public libraries throughout the country.

Librarians in general report that ex-service men and women, before making a decision as to their future vocations, are checking deliberately in books and other reference tools for the personal qualifications, equipment, and prospects for success involved. Small business and farming appear predominant among the reading interests of veterans. New developments in science and industry have brought many businessmen to public libraries. For the mass of public library users, however, home interests are paramount in their choice of reading.

The American Library Association reports that library use over the country, as reflected by book circulation, is increasing. Many veterans acquired the reading habit in the armed forces, and librarians regard this as an important influence on demands for library service. Although librarians feel that armed service did not change materially the preferences of readers, they do believe that the reading tastes of ex-service men and women have deepened and matured during their recent experiences. Not only is realism in literature popular in libraries, but also books that broaden mental and spiritual horizons.

Purple Heart High School

The following description of a high school in Southern California was contributed by 1st Lt. Eugene J. Taylor, M.A.C., Chief, Education Branch, Convalescent Services Division, Office of the Air Surgeon.

With the great amount of talk around the country on readjustment problems of returning veterans to secondary education, there is undoubtedly apprehension in the minds of many teachers concerning the influx of battle-decorated combat veterans into the atmosphere of "bobby sox" and "loafers." Some of this apprehension may be allayed by a look at a school in Southern California which thus far has had 258 high-school graduates representing a total of over 55,000 combat air hours, 8,000 combat air missions, 3,000 months of overseas service, and an impressive array of decorations including 438 battle stars, 54 Purple Hearts, 60 Presidential Group Citations, 168 Air Medals, 609 Oak Leaf Clusters, 63 Distinguished Flying Crosses, and 4 Distinguished Service Crosses.

In the AAF Regional Hospital at Santa Ana, Calif., there were 160 rheumatic fever patients in May 1944, who knew they would be hospitalized for a minimum of 6 months. Although they could not exert themselves physically, they were mentally alert and interested in academic school work. A survey of their backgrounds showed that in most cases they had completed two or more years of high school and many had received some college training as aviation cadets. Armed with these facts, the head of the hospital's education program went to the Adult Education Department of the Santa Ana schools to see what could be done. The result was a new high school.

A survey of the educational background of the patients showed that there were 30 who needed to complete just two units, history and English, in order to qualify for a diploma under the education laws of California. The two units which the patients could earn would also complete the residence requirements and entitle them to earn a diploma. In this first class there were 21 students graduating, over half of whom did not leave their beds during the course of instruction. The curriculum was expanded with the next class to include typing, mathematics, Spanish, and global geography and later included over 30 different subjects. In June 1945, a total of 83 patients were graduated. As with all classes, formal exercises were held complete with traditional caps and gowns, printed invitations and programs, base band, and civic and educational leaders of Southern California as commencement speakers.

Participation Voluntary

Despite its effectiveness as an educational program, the therapeutic value of the program was always kept paramount. Only those patients physically able to study were encouraged to enroll, and all participation was kept on a purely voluntary basis. In no case was a patient retained in the hospital longer than his physical condition required. Both officers and enlisted men participated in the program.

The reaction of the individual participating patient to this combined military-civilian education program is well summed up by a staff sergeant gunner-radio operator wearing the DFC, Presidential Unit Citation with two clusters, and the Purple Heart when he told those in charge "Receiving my wings and my high-school diploma are the two most important things that have happened to me in the Army."

This is a typical reaction of a typical American youth. During war "Joe College" of the American campus became the "G. I. Joe" of America's fighting fronts. But given a little time and understanding the same ambitions, determinations, and realizations of the importance of his goal that carried him to victory in battle will carry him to his destination in education. He hasn't changed basically; he's only just grown up.

EDUCATORS' BULLETIN BOARD

New Books and Pamphlets

Citizenship

The Structure of Local Government. Analysis of the Problem, by Donald G. Bishop; Teaching Aids, by Edith E. Starratt. Washington, D. C., Published for the Maxwell Graduate School of Citizenship and Public Affairs, Syracuse, by the National Council for the Social Studies, a Department of the National Education Association, 1945. 140 p. (National Council for the Social Studies. Bulletin No. 19; Community Study Series, No. 1) 50 cents.

Presents a picture of the chief patterns of local government and analyzes the different types. The teaching aids include a statement of desirable outcomes, problems and questions the teacher may present, suggested activities, and evaluation. The bibliography lists references for pupil and teacher.

Another bulletin in this series is *Parties and Politics in the Local Community*, available from the same source for 50 cents.

High-School Record

Your High-School Record—Does It Count? Revised 1945. Compiled by Robert D. Falk. Pierre, S. Dak., South Dakota Press, 1945. 124 p. illus. $2.25.

Stresses the requirements of the business world from the employer's point of view and shows the student that high-school records do count. Designed for use in commercial, English, speech, vocations and occupations classes, personal problems courses, freshman orientation, and in home-room programs.

Infantile Paralysis

Poliomyelitis; A Source Book for High-School Students. New York 5, N. Y., The National Foundation for Infantile Paralysis, Inc. (120 Broadway), 1945. 16 p. illus. (Publication No. 61) Free.

This booklet and a teacher's guide are intended for distribution to high-school teachers of biology, general science, and health education.

Teaching-Learning Unit

Investing in Yourself; A Unit for High-School Students. By Ruth Strang. Washington, D. C., Consumer Education Study, National Association of Secondary-School Principals, A Department of the National Education Association, 1945. 90 p. illus. (Consumer Education Series, Unit No. 4) 25 cents, single copy.

Points out to the student that his immediate concern is to invest wisely in himself; offers educational and vocational guidance. Organized to be useful in a wide variety of courses and classroom situations.

Teacher Education

State Programs for the Improvement of Teacher Education. By Charles E. Prall, prepared for the Commission on Teacher Education. Washington, D. C., American Council on Education, 1946. 379 p. $3.

Describes seven cooperative studies conducted in Alabama, Florida, Georgia, Kentucky, Michigan, up-state New York, and West Virginia. Discusses the purpose and general scope of the program and focuses attention on three special problems: General education of teachers, professional education of teachers, and in-service education.

Child Labor

Child Labor—As We Move From War to Peace. Annual Report for the Year Ending September 30, 1945. New York 16, N. Y., National Child Labor Committee (419 Fourth Avenue), 1945. 22 p. (Publication No. 393) Free.

Gives an over-all picture of child employment in 1945 and surveys postwar trends. Discusses problems of special interest to educators, including school leaving, part-time work by school children, child labor breakdowns, child labor and education, Federal aid to education, and school attendance. Briefly reports the progress of a major project—a study of part-time school and work programs.

Home Economics

The History of Home Economics. By Hazel T. Craig. Edited by Blanche M. Stover. New York City, Practical Home Economics (468 Fourth Avenue), 1945. 45 p. illus. $1.50

Traces the history of the earliest developments of "domestic science" and brings it up-to-date to 1946. Includes biographical sketches of Ellen H. Richards and other pioneers in home economics, a chapter on the Lake Placid Conferences, a bibliography of some early home economics literature, and a complete list of conventions and presidents of the American Home Economics Association.

Housing

If Our House Could Talk, by Clara Olsen. Gainesville, Fla., University of Florida Project in Applied Economics, Florida Curriculum Laboratory, College of Education, 1945. 74 p. illus. 35 cents.

Developed by the University of Florida Sloan Project in Applied Economics for the intermediate grades; designed as a culminating book for the housing principles introduced and developed in the elementary school. Includes suggestions for pupil activities.

Safety Education

Safer Highway Travel; 21 Teachers Report Classroom Activities. Washington 6, D. C., Department of Elementary School Principals, National Education Association (1201 Sixteenth Street NW.), 1946. 16 p. illus. 15 cents.

Reports an experimental program in the teaching of traffic safety through the social studies, with the objective of discovering effective ways of creating a feeling of responsibility for the prevention of traffic accidents.

The Humanities

A State University Surveys the Humanities. Edited with a Foreword by Loren C. MacKinney, Nicholson B. Adams, and Harry K. Russell. Chapel Hill, The University of North Carolina Press, 1945. 262 p. $4.

A collection of essays issued as one of the University of North Carolina sesquicentennial publications. Views the humanities not merely as a group of academic subjects, but as representing an ideal which can permeate all human activity; indicates how the humanistic ideal can illuminate all fields of human thought, including specialized research, the professions, and the life of the average citizen in the modern world.

Postwar Education

We Can Have Better Schools. By Maxwell S. Stewart. New York 20, N. Y., Public Affairs Committee, Inc. (30 Rockefeller Plaza), 1946. 32 p. illus. (Public Affairs Pamphlet No. 112) 10 cents.

Based on discussion at a round table of educators held by the Public Affairs Committee, February 22, 1945, and on various educational publications, including *Education for All American Youth, The Story of the Eight-Year Study*, and *General Education in a Free Society.* Presented with a view to aid in the formulation of a vigorous forward looking program in education.

Atomic Information

Atomic Information, Vol. 1, No. 1, March 4, 1946. Published by the National Committee on Atomic Information 1621 K Street, NW.), Washington 6, D. C. $1 for 6 months.

With the March 4, 1946 issue, the National Committee on Atomic Information began the publication of a fortnightly news bulletin to review the latest developments in the field of atomic energy use and control, to list material available, to report on organization activities, and to provide material for writers and editors. A study kit—including a study and discussion outline and an assortment of books and pamphlets—may be obtained from the same source for $1.

Vocational Education

Guides to Educational Planning for Vocational Education. Tallahassee, Fla., Southern States Work-Conference on School Administrative Problems, 1945. 77 p. processed. 35 cents. (Order from: Edgar L. Morphet, Executive Secretary, Southern States Work-Conference on School Administrative Problems, State Department of Education, Tallahassee, Fla.)

Presents a point of view developed cooperatively by representatives from vocational education and from other areas of education. Deals with planning programs of education for agriculture vocations, trade and industrial occupations, distributive and business occupations, homemaking, and veterans education and guidance.

Recent Theses

The following theses are on file in the Library of the U. S. Office of Education, where they are available for interlibrary loan.

Exceptional Groups: Socially Maladjusted

A Comparative Study of Institutionally Adjusted and Maladjusted Defective Delinquents, by Samuel B. Kutash. Doctor's, 1944. New York University. 242 p. ms.

Attempts to determine the number and types of disciplinary problems in an institution for defective delinquents; to discover the inmates' reactions to various aspects of the institutional program and to estimate their value for diagnosis and prognosis of institutional adjustment or maladjustment. Presents case studies of adjusted and maladjusted inmates.

Correctional Education in the Adult State Reformatories, by Nelson John Ransdell. Doctor's, 1944. Pennsylvania State College. 259 p. ms.

Analyzes the educational activities conducted in 20 adult State reformatories, the qualifications of the educational personnel, the methods and materials of instruction, and the opportunity afforded the released inmates to enter socially desirable employment. Recommends that the program of instruction be revised to stress desirable social living; that teachers be trained for correctional school instruction; and that the educational system be made a part of the public school system.

Defective Moral Reasoning in Delinquency: A Psychological Study, by *Sister* Mary Angela Betke. Doctor's, 1944. Catholic University of America. 96 p.

Analyzes the results of a moral reasoning test administered to 50 delinquent boys in an institution for boys, and to 50 nondelinquent boys from a large school located in the same geographical area. Finds a difference in reasoning between the groups. Shows the need for proper home training supplemented by the school, to teach ethical motives.

The Extent of the Rise of Juvenile Delinquency From 1933 to 1944 as Revealed by Data Secured From the Federal Bureau of Investigation, by Julia McE. Lee. Master's, 1945. George Washington University. 25 p. ms.

Presents charts showing the number of persons arrested in various age groups, based on fingerprint records. Describes many of the causes of juvenile delinquency.

An Investigation of Two Types of Material for Teaching Reading to Mentally Retarded, Delinquent, and Illiterate Male Adults, by Max Cooper. Doctor's, 1944. New York University. 75 p. ms.

Indicates that mentally retarded and delinquent adult beginners in reading profit equally well from the use of primer or adult type materials; that there is no relationship between intelligence level and gain in reading ability for subjects of this type; and that there is no relationship between initial status and gain in reading.

The Role of the School in the Prevention and Control of Juvenile Delinquency, by William C. Kvaraceus. Doctor's, 1943. Harvard University. 380 p. ms.

Traces the development, functions, and accomplishments of the school-centered Children's Bureau of Passaic, N. J. Studies case data on 363 boys and 198 girls who had been handled by the Bureau since it opened, analyzing data on the home and family, school adjustments, and neighborhood. Suggests that delinquents differ from the general population in that they are found more frequently in frustrating situations which predispose them to aggression, to which they respond with delinquent behavior.

Some Factors Contributing to Social Maladjustment in Children From 10 to 16 Years of Age, by Irma N. Heyer. Master's, 1944. New Jersey State Teachers College. 61 p. ms.

Attempts to determine factors contributing to social maladjustment of school children in Elizabeth, N. J., and to evaluate measures used to prevent maladjustment. Describes the aims, teaching methods, and discipline aids used by the coaching school.

A Study of Some Socially Unadjusted Children in the Elementary Grades, by A. Lucille Harris. Master's, 1945. George Washington University. 55 p. ms.

Studies the socio-economic status, physical and social development; health and growth; work habits; attitude toward their teachers and toward other children, games and sports, and responsibility; chronological and mental age, and intelligence of 298 fourth, fifth, and sixth grade pupils who were under the direction of the writer from 1940 to 1945. Presents case studies of five of these children.

Physical Education

An Analysis of the Physical Education Programs of the Minnesota Secondary Schools, by Harold K. Jack. Doctor's, 1944. New York University. 150 p. ms.

Attempts to determine the relationship between enrollment, wealth of school district, percentage of pupils transported, the training of the teachers, and the physical education program.

Certain Personality Traits of High-School Girls Classified According to Individual Patterns of Participation in Physical Education Activities, by Mildred H. Wohlford. Doctor's, 1944. New York University. 276 p. ms.

Analyzes personality traits of girls enrolled in four secondary schools in southern Ohio, and studies their participation in games, sports, and dancing.

A Comparison of the Attitudes of Tenth and Twelfth Grade High-School Girls in Relation to Success in Physical Education, by Beata A. Cleary. Master's, 1945. Boston University. 56 p. ms.

Describes an experiment in which an attitude test was given to 176 sophomores and to 132 seniors. Concludes that it can be used to predict success or failure in physical education, and to determine individual differences.

The Correlation of Recreational Activities With Physical Education Grades at Boston University, by Patty Smyth. Master's, 1945. Boston University. 60 p. ms.

Concludes that students vary widely in their interests and in participation in activities. Indicates that there is little relationship between the number of activities participated in and the mark received in physical education.

Post-War Physical Education for Secondary School Boys, by Eugene F. Murrow. Master's, 1944. George Washington University. 58 p. ms.

Analyzes a sampling of State courses of study in physical education, and the physical fitness programs of the Army, Navy, Army Air Corps, and Navy Pre-flight Corps, to determine the physical education activities most used in developing and maintaining physical fitness. Outlines a program of physical education for secondary school boys designed to meet the need for physical fitness.

A Study of Expenditures and Service in Physical Education. An Analysis of Variations in Expenditure, Extent of Service, Personnel, Facilities, and Program of Physical Education in Selected Schools of New York State, by Ruth Abernathy. Doctor's, 1944. Teachers College, Columbia University. 113 p.

Develops a standard measure of service spread in terms of program catagories, time requirement, and the number of pupils enrolled. Indicates that the total school expenditure is as satisfactory a basis for expenditure level analysis of service in physical education as is the use of physical education expenditures.

A Study of Health, Physical Education, and Recreation Programs for Women in Municipally Owned Colleges and Universities in the United States of America, by Vera Dreiser. Doctor's, 1944. New York University. 97 p. ms.

Traces briefly the history of Queens College, New York. Studies the health, physical education, and recreation programs of municipally-owned colleges in an attempt to develop a program of the women's students of Queens College.

A Study of the Present Status of the Health and Physical Education Programs in the Junior Colleges, by Harry J. de Girolamo. Doctor's, 1944. New York University. 174 p. ms.

Evaluates practices and policies in health supervision, health service, health instruction, and physical education in junior colleges to determine the extent to which they conform to established standards of desirable practice.

Courses of Study

These courses of study were recently received in the Office of Education Library. They are not available for loan or distribution by this Library.

Baltimore, Md. Department of Education. *Handbook in Phonics for Intermediate Grades.* Baltimore, 1944. 107 p.

Cincinnati, Ohio. Public Schools. *The Intermediate Manual. A Teachers' Guide, Grades 4, 5, and 6.* Cincinnati, 1945. 495 p. (Curriculum Bulletin 125)

Compton, Calif. Board of Education. *Compton Union Secondary Schools—the Junior High Plan.* Compton, Compton College Press, 1944. 76 p.

Connecticut. State Department of Education. *A Handbook in Industrial Arts for Connecticut Secondary Schools.* Hartford, 1945. 2 vols. (Curriculum Laboratory Bulletin 15).

Long Beach, Calif. Public Schools. *Seventh Grade Music: A Guide for Teaching Required Seventh Grade Music.* Long Beach, 1945. 157 p. processed.

Minnesota. State Department of Education. *Manual for Graded Elementary and Secondary Schools.* St. Paul, 1945. 125 p.

Orange, Tex. Independent School District. *Nursery School.* Orange, 1945. 103 p. mimeo. (Curriculum Bulletin 491).

Missouri. Department of Education. *Practical Arts—Industrial Arts Handbook.* Jefferson City, Mid-State Printing Company, 1945. 153 p. (Secondary School Series, Bulletin 7B).

Oklahoma. Department of Education. *A Course of Study in Machine Woodworking, 1A and 1B, One Year of Machine Woodworking in a High-School Shop.* Oklahoma City, 1942. 101 p. processed.

Washington, D. C., Public Schools. *Mathematics: A Handbook and Guide for Teachers With Goals for Kindergarten Through Twelfth Grade.* Washington, D. C., 1945. 75 p.

West Virginia. Department of Education. *A Course of Study in Driver Education for West Virginia Secondary Schools.* Charleston, 1945. 38 p.

Correspondence or Directed Home Study

The following information regarding correspondence or directed home study was prepared by Ben W. Frazier, Division of Higher Education, in response to numerous inquiries received by the U. S. Office of Education.

As a part of their program of adult education, many universities and colleges offer correspondence or directed-home-study courses of college grade, including in certain instances high-school courses. Private or commercial correspondence schools in great variety also offer courses in many fields.

Recognition of Correspondence Study.—The U. S. Office of Education does not rate or rank correspondence schools or courses. It urges all prospective students, however, to investigate most carefully the accredited status and the scholastic standing of any institution or school before signing any agreement with it for correspondence work.

For information regarding courses offered by correspondence departments in universities and colleges, write to the National University Extension Association, Indiana University, Bloomington, Ind. The Association publishes a *Guide to Correspondence Study.*

The Handbook of Adult Education, usually found in college and public libraries, is published by the American Association for Adult Education, 525 West 120th Street, New York, N. Y. Accredited colleges and universities are listed in the U. S. Office of Education Bulletin 1944, No. 2, *Accredited Higher Institutions, 1944*, but this bulletin does not have separate lists of institutions that offer correspondence work.

Degrees Granted by Correspondence Schools.—"Degrees" granted for work done wholly by correspondence are not recognized by accredited colleges and universities or by examining boards of the different professions in the several States.

Counterfeit Degrees.—The lax chartering laws in some States permit the existence of correspondence schools whose practices amount virtually to the

sale of diplomas or degrees. The possession of a degree or degrees from such institutions is harmful and tends to discredit the professional and intellectual integrity of the holder. Such degrees have no academic value or recognition. No college accredited by recognized agencies grants degrees solely by correspondence.

Credit for Correspondence Courses.—A large number of institutions accept correspondence courses for credit from accredited universities and colleges, but the amount, or maximum hours, accepted toward the bachelor's or other degrees varies with each institution. There are many colleges and college departments, however, that will not accept credits gained through correspondence courses. A student planning to take a correspondence course should first ascertain the credit practices of the college he plans to attend later.

U. S. Armed Forces Institute.—The U. S. Armed Forces Institute, with headquarters at Madison, Wis., established by the War Department, offers instruction to military personnel in the Army, Navy, Marines, and Coast Guard. A wide variety of elementary, high school, college, and technical courses directly related to Army and Navy needs are offered at a nominal cost. The extension divisions of approximately 80 colleges and universities cooperate with the Institute. An Institute catalog may be secured in Army libraries, from Army information-education officers, from equivalent officers in other services, or from the U. S. Armed Forces Institute at Madison 3, Wis. To enroll in a course, write the Institute at Madison, or see the officers mentioned.

Persons in the armed forces are permitted to enroll up to the time of discharge. After discharge, veterans may enroll with schools and colleges recognized by the Veterans Administration under the provisions and benefits of the public laws.

Member Institutions of the National University Extension Association Offering Correspondence Courses, 1945

University of Alabama, University
University of Arizona, Tucson
University of Arkansas, Fayetteville
University of California, Berkeley
University of Colorado, Boulder
University of Denver, Denver, Colo.
University of Florida, Gainesville
University System of Georgia, Atlanta
University of Hawaii, Honolulu
University of Idaho, Moscow
University of Chicago, Chicago, Ill.
University of Illinois, Urbana
Indiana University, Bloomington
State University of Iowa, Iowa City
Iowa State College, Ames
University of Kansas, Lawrence
Kansas State College, Manhattan
University of Kentucky, Lexington
Louisiana State University, University Station, Baton Rouge
Massachusetts Department of Education, Boston
University of Michigan, Ann Arbor
University of Minnesota, Minneapolis
University of Missouri, Columbia
Montana State University, Missoula
University of Nebraska, Lincoln
University of Omaha, Omaha, Nebr.
Rutgers University, New Brunswick, N. J.
University of New Mexico, Albuquerque
University of North Carolina, Chapel Hill
University of North Dakota, University Station, Grand Forks
North Dakota Agricultural College, State College Station, Fargo
Ohio University, Athens
University of Oklahoma, Norman
Oklahoma A. and M. College, Stillwater
Oregon System of Higher Education, Eugene
Pennsylvania State College, State College
University of South Carolina, Columbia
University of South Dakota, Vermillion
University of Tennessee, Knoxville, University Station, Box 4218
University of Texas, Austin
Texas Technological College, Lubbock
Southern Methodist University, Dallas, Tex.
University of Utah, Salt Lake City
Brigham Young University, Provo, Utah
University of Virginia, University
University of Washington, Seattle
State College of Washington, Pullman
University of Wisconsin, Madison

What Louisiana Has Done—A Progress Report

In a recent issue of *Education in Louisiana*, State Supt. John E. Coxe tabulates 12 educational achievements of the State during the past 5 years, 1939–40—1944–45, as follows:

1. Inaugurated the 12-grade system.

2. Adopted an effective school-attendance law, and employed visiting teachers.

3. Revised the curriculum to provide an enriched educational offering, with emphasis on vocational education.

4. Inaugurated a school-community program in health education, established school-community food-processing centers, and greatly extended the reach of the school-community lunch program.

5. Made reorganizational studies of desirable consolidation of schools and of building and transportation needs in more than one-third of the parishes.

6. Raised standards for certification of teachers and school administrators, effective July 1, 1947.

7. Instituted an in-service program of teacher education, with emphasis on parish-wide workshops.

8. Stabilized the State public-school fund by constitutional dedication of the entire proceeds of the severance taxes, and by statutory fixing of a minimum per educable distribution.

9. Increased the distribution from the State public-school fund by $6,370,170.

10. Increased by $3,885,431.34 the total expenditure for salaries of white teachers and principals, and increased by $1,664,112.89 the expenditure for Negro salaries. These increases have made it possible to raise the average annual salary of white teachers and principals 39.4 percent, and that of Negroes 72.6 percent..

11. Increased the State appropriation for vocational education by $520,000.

12. Voted a constitutional amendment authorizing parish school boards to increase constitutional taxes by as much as two mills, or to a total of five mills.

Milwaukee Public Schools' New Leaflet

With the February issue of *Teaching Progress*, Milwaukee public schools begin publication of a new 4-page leaflet "dedicated to the improvement of the educational opportunities of the children in the Milwaukee public schools, through the improvement of the services of the educational staff."

In announcing the publication, Supt. Lowell P. Goodrich states:

"The need for more effective communication uniting the many, complementary phases of curriculum development is the motivating factor for teaching progress. Better teaching involves the expanding concepts of the curricu-

(*Turn to page 32*)

U. S. GOVERNMENT ANNOUNCES

Orders for the publications listed on this page should be addressed as follows: Requests for cost publications should be sent to the Superintendent of Documents, Government Printing Office, Washington 25, D. C., enclosing remittance (check or money order) at the time of ordering. Free publications should be ordered directly from the agency issuing them.

New U. S. Office of Education Publications

Curriculum Adjustments for Gifted Children. By Elise H. Martens. Washington, U. S. Government Printing Office, 1946. 83 p. (Bulletin 1946, No. 1) 20 cents.

Emphasizes the importance of providing suitable school experiences for pupils of outstanding ability, and describes the ways in which some elementary and secondary schools are adjusting their programs to meet the needs of such children. Gives typical units of experience in science, citizenship, literature, and other areas particularly adapted for them.

New Publications of Other Agencies

U. S. Department of Agriculture. *Farm Buildings from Home Grown Timber in the South.* By W. K. Williams. Washington, U. S. Government Printing Office, 1945. (Farmers' Bulletin No. 1975) 18 p. 10 cents.

Publication describes how timber on the farm wood lot may be utilized at little expense to construct new buildings and to repair old ones.

———. Forest Service. *Farmer Jones' Timber Crop.* Prepared in cooperation with the Extension Service. Washington, U. S. Government Printing Office, 1946. 15 p. (AIS–35) Free from Forest Service, U. S. Department of Agriculture.

A popular, brief account of how farm timber may result in a money income.

U. S. Department of Commerce. Bureau of the Census. *Balanees in State General, Highway, and PPostwar-Reserve Funds in 1945.* Washington, Bureau of the Census, 1946. (State Finances: 1945, Volume 2, No. 4, March 1946) processed. 8 p. Free from Bureau of the Census, as long as limited supply lasts.

Analysis of the statistics on balances in certain funds of 25 States, which are believed to constitute a fairly representative group.

U. S. Department of Labor. Children's Bureau. *Facts About Child Health.* Washington, U. S. Government Printing Office, 1946. 31 p. (Bureau Publication 294) 10 cents.

With the objective of national good health in mind, this booklet shows what the needs are, where they are most urgent, how much has been accomplished, and what still remains to be done.

———. Women's Bureau. *Professional Nurses.* Washington, U. S. Government Printing Office, 1946. 66 p. (Bulletin 203, No. 3) 15 cents.

Summary of the outlook for women in professional nursing, as it can be projected from the experiences of the past and the present.

U. S. Library of Congress. *The Library of Congress Is the National Library.* By Luther Harris Evans. Washington, U. S. Government Printing Office. (Reprinted from the January 1946 issue of *Domestic Commeree*) 4 p. Free from The Library of Congress.

An account of the resources and services of The Library of Congress.

U. S. National Housing Agency. *Home Loans Under the G. I. Bill of Rights.* Washington, U. S. Government Printing Office, 1946. 12 p. 10 cents.

Explains in brief manner how the veteran may finance the buying or building of his home.

———. *Inflation in Homes and Home Sites: Report on a Nation-Wide Survey.* Washington, National Housing Agency, 1946. Processed. 37 p. Free from National Housing Agency as long as limited supply lasts.

Summarizes the findings of a survey made in March 1946 on the extent of price increases for single-family homes, as well as for raw acreage available for residential development and for fully prepared building lots.

———. Federal Public Housing Authority. *Public Housing: The Work of the Federal Public Housing Authority.* Washington, U. S. Government Printing Office. 1946. 45 p. illus., with numerous photographs. 20 cents.

Describes the war housing job, including both the private and the publicly financed housing; considers also problems after the war.

Milwaukee

(*From page 31*)

lum, the use of more effective instructional procedures, more thoughtful and painstaking guidance, and more nearly adequate teaching material. If the best thought and practice of each teacher can be made available to all, marked progress in solving our curriculum problems will result. This leaflet is issued with the hope that it may serve as an aid to the enrichment of the total teaching process."

Citizens' Library Movement

As one means of promoting educational advancement in Mississippi, there has been organized recently a Citizens' Library Movement, announcing its purpose (a) to bring together people interested in library development, and (b) to inform them of National and State movements of library interest. In this way it is hoped to develop an intelligent public opinion relative to library service which may result in strengthening existing libraries and establishing new libraries in every county of the State.

The Citizens' Library Movement of Mississippi opens its membership to individuals and organizations through annual dues. County-wide organizations are planned whose memberships will comprise a Staté-wide body. Dues collected by a county organization, therefore, will be divided with the State organization, which will use its funds for publicity and other expenses at the direction of a State executive committee.

In operation, the Citizens' Library Movement plans to elect biennially its State officers, who will comprise an executive committee. District chairmen will be appointed to assist the county organization and to stimulate locally the movement for better libraries. An annual meeting of the Citizens' Library Movement is planned in cooperation with the Mississippi Library Association. One of the early objectives announced by the new Library organization will be support of a legislative program for the State-wide financial support of library service.

U. S. GOVERNMENT PRINTING OFFICE: 1946

VOLUME XXVIII

October 1945 to July 1946

LIBRARY
DEC 30 1947
NATIONAL EDUCATION ASSOCIATION

RESEARCH
DEC 29 1947
DIVISION

School Life

INDEX

FEDERAL SECURITY AGENCY • U. S. Office of Education

School Life

INDEX

Volume XXVIII, October 1945 to July 1946

A

A. L. A. *See* American Library Association.
AAF Regional Hospital (Santa Ana, Calif.), Purple Heart High School, 27, no. 10, July.
Abraham, Herbert J.: A World Organization for Peace, 3–4, no. 9, June.
Acceleration, veterans in high school, Philadelphia, Pa., 6, no. 2, Nov.
Accredited Secondary Schools in the United States, publication, U. S. Office of Education, 29, no. 3, Dec.
Aderhold, O. C.: Use of community in building program of education, 11, no. 8, May.
Administration: Georgia State School for the Deaf, 22, no. 7, Apr.; elementary grades, 5, no. 10, July; per pupil cost, 19, no. 9, June; schools, theses, 24–25, no. 8, May.
Adult education: Books for the blind, 26–27, no. 10, July; films, 20, no. 8, May; for veterans: Denver, Colo., 27–28, no. 6, Mar.; teachers prepared to teach, 23–24, no. 2, Nov.; forums on world cooperation, Indianapolis, Ind., 2, no. 3, Dec.; immigrant groups, 27, no. 9, June; library service, British community center, 6, no. 3, Dec.; secondary education, report, 28, no. 6, Mar.; State legislation, 28, 29, no. 4, Jan.; through correspondence, 30–31, no. 10, July.
Age entrance, varies in local schools, 20–25, no. 10, July.
Agriculture: Farm youth of tomorrow, 15–16, no. 1, Oct.; problems, FFA meeting, 18, no. 7, Apr.; representatives on Federal Committee on Education, 1–2, no. 6, Mar.
Aids in teaching, 25–31, no. 7, Apr.
Alabama: College conferences for Extended School Services, 27–28, no. 2, Nov.; Department of Education, publication, food for nursery school children, 18, no. 2, Nov.; Education Association, supervisors' conference, 23, no. 1, Oct.; State aid for school plant construction, 23, no. 7, Apr.; 9, no. 8, May.
Allens, education: Report, National Council of Chief State School Officers, 14, no. 7, Apr.
All the Children, annual report, New York City Public Schools, 31, no. 2, Nov.
All Hands, publication, Navy Department, 27, no. 2, Nov.
Allied Ministers of Education, conference report, 5–8, no. 1, Oct.
Alves, H. F.: Appointed director, Surplus Property Utilization, U. S. Office of Education, 18, no. 4, Jan.; 7, no. 5, Feb.; 8, no. 6, Mar.
American Association for Adult Education: Handbook, 30, no. 10, July.
American Association for Health, Physical Education, and Recreation, cooperates in conference on education, health, and welfare, 10, no. 5, Feb.
American Association of School Administrators (NEA), regional conference announcement, 9, no. 6, Mar.
American Association of Teachers Colleges (NEA), report, teachers in colleges for training, 6, no. 9, June.
American Automobile Association, publication, safety education survey, 13, no. 5, Feb.
American Book Center for Devastated Areas, Inc., report, 26, no. 10, July.
American Council on Education: *Publications on*—Child study, 13, no. 5, Feb.; international cultural relations, 13, no. 5, Feb.; Ph. D. programs, 24, no. 8, May; slides, other American Republics, 16, no. 3, Dec.
American culture, cherished by Franklin D. Roosevelt, 17, no. 9, June.
American Dental Association: Dental program for schools widened, 17, no. 2, Nov.; health program, and public support, 10, no. 8, May.
American Education Week: (Truman), 1, 2, no. 2, Nov.; 27, no. 6, Mar.; program, 14, no. 1, Oct.
American Historical Association, pamphlets, War Department GI Roundtable Series, 18, no. 9, June.
American history, Asiatic interests in, publication, Connecticut State Department of Education, 12, no. 10, July.
American Home Economics Association, annual meeting, 17, no. 9, June.
American Hospital Association, collaborates in study of practical nurse training, 23, no. 1, Oct.
American Legion, sponsors American Education Week, 14, no. 1, Oct.; 2, no. 2, Nov.
American Library Association: *Cooperates in surveys*—Books most popular with children, 27, no. 2, Nov.; library support, 19, no. 5, Feb.; reading interests of veterans, 27, no. 10, July; *publications*—Book selection guide, 31, no. 4, Jan.; for library building planners, 19, no. 5, Feb.; on library service to business, 26, no. 8, May; reports, Gary (Ind.) plan for library training of veterans, 26, no. 10, July.
American Medical Association, principles governing school lunches, 10, no. 6, Mar.
American Public Health Association: Meeting, 15, no. 7, Apr.; recommendations on professional education, 24, no. 9, June.
American Red Cross: Collaborates in practical nurse training study, 23, no. 1, Oct.; develops interest in school lunch program, 12, no. 6, Mar.
American Republics: Instructional material, 26, no. 5, Feb.; Pan American club activities, 20–23, no. 1, Oct.; slides, 16, no. 3, Dec.; 31, no. 4, Jan.; students visit United States, 24, 25, no. 5, Feb.; teachers of English visit United States, 31, no. 9, June; U. S. Office of Education, relationship, report, 5, no. 6, Mar.; U. S. State Department, grants for fellowships and study, 11, no. 4, Jan.
American University, sponsors Institute on the United States in World Affairs, 27, no. 8, May.
American Vocational Association: Convention report, 10–11, no. 8, May; early history, 13, no. 8, May; publication on vocational training, 13, no. 5, Feb.
Anderson, Howard R.: Appointed specialist, social sciences and geography, U. S. Office of Education, 6, No. 6, Mar.
Anderson, Robert E.: Back-to-School Campaign, Oregon, 8, no. 3, Dec.
Appendicitis, school health policies, 20, no. 6, Mar.
Appointments and assignments, U. S. Office of Education, 7–9, no. 5, Feb.; 6, no. 6, Mar.; 1–2, 19, no. 10, July.
Appropriations, State aid for school plant construction, 23–24, no. 7, Apr.
Architectural Forum, articles contained on school plants, 19, no. 10, July.
Architectural Record, articles contained on school plants, 19, no. 10, July.
Argentina: Flags exchanged, 22, no. 1, Oct.; teachers of English visit United States, 31, no. 9, June.
Armsby, Henry H.: Appointed specialist in Engineering Education, U. S. Office of Education, 2, 19, no. 10, July.
Army: Education pamphlets available to citizens, 2, no. 1, Oct.; leaders favor universal military training, 17, no. 5, Feb.
Arndt, C. O.: Selected References for Teachers—China, 27–29, no. 5, Feb.; the Far East, 10–14, no. 10, July.
Art: Courses of study—bibliography, 14–19, no. 6, Mar.; summer study in Mexico, 29, no. 8, May; teaching aids, 27, no. 7, Apr.; traveling exhibits, University of Nebraska, 7, no. 9, June.
Asheville, N. C.: Nursery schools, 9, no. 10, July.
Asia, peoples of: Recordings, U. S. Office of Education, 13, no. 10, July.
Assignment: Tomorrow, National Education Association film, 4, no. 4, Jan.
Associated Broadcasting Corporation, new network, dedicatory program, 5, 10, no. 3, Dec.
Association for State Directors of Elementary Education meets, 8–9, no. 9, June.
Association for the Study of Negro Life and History, sponsors Negro History Week, 23, no. 4, Jan.
Association for Supervision and Curriculum Development (NEA), first postwar conference, 7–8, no. 9, June.
Athletic program, National Committee on School Health Policies, 22, no. 9, June.
Atlanta, Ga.: Child-care centers, 9, no. 10, July.
Atomic energy: "Education for the Atomic Age," theme, American Education Week, 1946, 27, no. 6, Mar.; factor in Colorado State world citizenship training, 17, no. 10, July; information, 12, no. 8, May; publications, 29, no. 10, July.
Attendance: City schools, 30–31, no. 5, Feb.; public schools, 20–22, no. 5, Feb.
Audio-visual education: Aids in library service, 25, no. 10, July; Virginia, State appropriation for use in public schools, 27, no. 2, Nov.
Austin, Minn.: School dental program, report, 16–17, no. 2, Nov.
Australia Today in Nursery-Kindergarten Education (Heinig), 19–22, no. 3, Dec.
Automotive maintenance, films, U. S. Office of Education, 30–31, no. 3, Dec.
Auxiliary services: Per pupil cost, city schools, 19, no. 9, June; U. S. Office of Education, director assigned, 7, no. 5, Feb.
Averill, Felix Eugene: Obituary, 9, no. 5, Feb.

B

Back-to-School Campaign; 10–11, no. 1, Oct; editorial, *Washington Post,* 2, no. 2, Nov.; reports, U. S. Office of Education, 7–9, no. 3, Dec.
Bailey, Thomas L.: Back-to-School Drive, Mississippi, Governor's proclamation, 8, no. 3, Dec.
Balanced diets, school lunch program, 12, no. 6, Mar.
Baltimore, Md.: Establishes veterans' institute and adult day institute, 28, no. 6, Mar.; school dental program, report, 18, no. 2, Nov.
Banfield, Mary Ella W.: Expenditures per Pupil in City Schools, 22–23, no 3, Dec.; 30–31, no. 5, Feb.; 18–19, no. 9, June.
Barnard, Henry: Annual report concerns international understanding, 24, no. 5, Feb.; science of recreation included in science of education, 29, no. 6, Mar.
Basler, Roosevelt: Appointed chief, Instructional Problems Section, Division Secondary Education, U. S. Office of Education, 1–2, no. 10, July.
Bathurst, Effie G.: Foundations for Friendship With Neighbor Nations, 14–17, no. 10, July.
Battle Creek, Mich.: Public schools radio broadcasts on books, 26, no. 10, July.
Beach, Eleanor, *and* Kompf, Carl: Teacher Development in Nursery School [Rochester (N. Y.) Public Schools], 24, 30, no. 3, Dec.
Beard, Sarah A.: Appointed consultant for school libraries, Massachusetts State Department of Education, 31, no. 9, June.
Benjamin Franklin High School (Philadelphia, Pa.), acceleration for veterans, 6. no. 2. Nov.
Benjamin, Harold R.: Appointed director, Division of International Educational Relations, U. S. Office of Education, 7–8, no. 5, Feb.; deegate to London UNO Conference, 2, no. 3, Dec.; New Education for a New Japan, 1, 3–4, no. 9, June; UNESCO—Design for Waging Peace, 1–6, no. 5, Feb.
Beust, Nora E. *and* Clift, Eleanor F.: A Supplement to *Five Hundred Books for Children,* 24–31, 32, no. 1, Oct.
Bibliographies: Art courses of study, 14–19, no. 6, Mar.; China, 27–29, no. 5, Feb.; care of handicapped children, 20, no. 8, May; citizenship education, 5, no. 10, July; the Far East, 10–14, no. 10, July; general health policies, 25, no. 9, June; intergroup education, Cincinnati Public Schools, 21, no. 9, June; interest measurement, 29, no. 3, Dec.; music courses of study, 12–17, no. 9, June; Negro education, 22, 25–26, no. 4, Jan.; Netherlands East Indies, education, 10–11, no. 4, Jan.; science courses of study, 19–22, no. 2, Nov.
Biennial Survey of Education, 1938–40 and 1940–42, publication, U. S. Office of Education, 4, 6, no. 6, Mar.
Blind: Adults, books, Library of Congress, 26–27, no. 10, July; children, report, National Committee on School Health Policies, 24, no. 9, June.
Blough, Glenn O.: Appointed specialist for science, U. S. Office of Education, 2, no. 10, July; The Case of Science in the Elementary School, 3–5, no. 10, July.
Bonds To Build the Peace—The Future of War Savings (Studebaker), 6, no. 5, Feb.
Books: For adult blind, Library of Congress, 26–27, no. 10, July; for teachers, 10–11, no. 10, July; most popular with children, A. L. A. survey, 27, no. 2, Nov.; on immigration and naturalization, 5, no. 10, July; *selection of*—For school libraries, 25, no. 10, July; guide for buying, American Library Association, 31, no. 4, Jan.; institute on, report, Michigan State Library Association, 26, no. 10, July.
"Books Bring Adventure," radio broadcast, Battle Creek (Mich.) Public Library, 26, no. 10, July.
Boston, Mass.: Museum of Fine Arts, loans exhibits as teaching aids, 25, no. 7, Apr.; Public Library, publication to serve trade unions, 10, no. 9, June.
Boushall, Tom: Education the foundation of our whole economy, 4, no. 4, Jan.
Bowsher, E. L.: Back-to-School Campaign, Toledo, Ohio, 7, no. 3, Dec.
Boy Scouts and Future Farmers work together, report, 18–19, no. 7, Apr.
Bradford, Leland P.: Preparing Teachers and Leaders for Education of Veterans, 23–24, no. 2, Nov.
Bretton Woods, publication, World Peace Foundation, 10. no. 3, Dec.
Britain: National Union of Students, plans for peace, 15–16, no. 3, Dec.; library service, adult education agencies, 6, no. 3, Dec.
Brooklyn, N. Y.: Children's Museum, loans as teaching aids, 25, no. 7, Apr.
Brotherhood Week, announcement, National Conference of Christians and Jews, 26, no. 4, Jan.
Brown, *Lt. Col.* Mary Agnes: Counseling and training women veterans, 10, no. 8, May.
Brownsville, Tex.: High School, Pan American club report, 21–22, no. 1, Oct.
Buffalo, N. Y.: Public Library, *Forty-ninth Annual Report,* 10, no. 9, June.
Building America, publication, National Education Association, 8, no. 9, June.
Building Facilities for Physically Impaired Children in Public-School Systems (Keefe), 17–20, no. 8, May.
Building planning, educational theater, publication, The National Thespian Society, 24, no. 8, May. *See also* School plants.

Bureau of Human Nutrition and Home Economics, Department of Agriculture: Nation-wide dietary survey, 12, no. 6, Mar.; sponsors school lunch program, 11–13, 26–27, no. 6, Mar.
Business education: For veterans, Denver, Colo. survey, 28, no. 6, Mar.; library service, publication, American Library Association, 26, no. 8, May; representative on Federal Committee on Education, 2, no. 6, Mar.; services available, U. S. Office of Education, 21, no. 9, June.
Busses: State standards, conference, 24, no. 7, Apr.; report of study, 5, no. 7, Apr.
Butler, I. D.: Report from Santo Tomas University, 24, no. 2, Nov.
Buying List of Books for Small Libraries, publication, American Library Association, 31, no. 4, Jan.

C

Caddo-Shreveport, La., school dental program, report, 17, no. 2, Nov.
Cadet nurses, in hospital library service, Veterans' Administration, report, 31, no. 7, Apr.
California: *State Department of Education*—Child-care centers, 8, no. 10, July; seeks appropriation for full-time State recreation supervisor, 31, no. 6, Mar.; *State legislation for*—Exceptional children, 5, no. 2, Nov.; high-school correspondence courses, 20, no. 4, Jan.
Caliver, Ambrose: Services to Negroes—A Decade and a Half of Projects and Activities, 21–26, no. 4, Jan.
Camp, Pauline: Survey of Georgia State School for the Deaf, 21–23, no. 7, Apr.
Canadian Government film, *Now the Peace*, 8, no. 1, Oct.
Canning food: Dadeville, Mo., consolidated school district, report, 15, no. 5, Feb.; Future Farmers of America, war relief project, 13, no. 1, Oct.; surplus, United Nations Relief and Rehabilitation Administration, appeal, 18, no. 5, Feb.
Cardinal Principles of Secondary Education, publication, U. S. Office of Education, 29, no 6, Mar.
Case of Science in the Elementary School (Blough), 3–5, no. 10, July.
Central America: Summer study tours, 30, no. 8, May.
Central High School, Tulsa, Okla., Paraguayan scrapbook received, 22–23, no. 1, Oct.
Central Services, U. S. Office of Education, appointment of directors, 7–8, no. 5, Feb.; 1, 2, no. 10, July.
Central Washington College of Education, nutrition workshop, report, 28, no. 2, Nov.
Certification: Emergency permits for teachers, 5, no. 9, June; report, National Council of Chief State School Officers, 6, no. 8, May; standards for teachers raised, Louisiana State Department of Education, 31, no 10, July; symbol for surplus property, assigned by State educational agency, 7–8, no. 6, Mar.
Character training, chief aim, New York City Public Schools (Wade), 31, no. 2, Nov.
Chemistry: *A List of Subject Headings for Chemistry Libraries*, publication, Special Libraries Association, 6, no. 3, Dec.
Chicago, Ill.: Public Library, establishes Veterans' Information Bureau, 6, no. 3, Dec.; South Shore High School, Pan American library service, report, 21, no. 1, Oct.
Chief State School Officers: Directory, 2, no. 7, Apr.; letter from Commissioner, appeal for Victory Farm Volunteers, 18, no. 9, June; reports: Buffalo meeting, 1, 3–14, no. 7, Apr.; Study Commission, 1–10, no. 7, Apr.
Child-care programs: Continued, Extended School Services, report, 8, 9, no. 10, July; postwar planning, 9–12, no. 5, Feb.; State funds available, 30, no. 4, Jan.; needed in State and community planning, 30–31, no. 8, May.
Child Health and the Selective Service Physical Standards, report, U. S. Public Health Service, 26, no. 6, Mar.
Child labor: Laws, observed in school-work program, 10–11, no. 1, Oct.; publication, National Child Labor Committee, 28, no. 10, July; regulations, National Council of Chief State School Officers, 14, no. 7, Apr.
Child study, new book, 13, no. 5, Feb.
Children: Below six, educational services, 9, no. 9, June; interest in library books of fiction, 31, no. 4, Jan.; needs, principles for consideration in State and community planning, 30–21, no. 8, May. *See also* Exceptional children.
Children's Bureau: Joint report on principles in State and community planning for needs of children, 30–31, no. 8, May; Preparing Youth for Citizenship, 10–11, no. 1, Oct.; sponsors Back-to-School Campaign, 7–9, no. 3, Dec.
Chile: Education in, publication, U. S. Office of Education, 26, no. 5, Feb.
China: Educational progress, 17, no. 3, Dec.; maps, 11–12, no. 10, July; pictures available, 13, no. 10, July: Selected References for Teachers (Arndt), 27–29, no. 5, Feb.
Chinese culture: Art exhibition available, 13, no. 10, July; history and language, advanced study, 27, 28, no. 8, May; language, lesson studies, 28, no. 5, Feb.
Cincinnati, Ohio: Dental program, public schools, 17, no. 2, Nov.; intergroup education, report, 21, no. 9, June.
Cities surveyed with respect to school lunch program, 11, no. 6, Mar.
Citizens discuss ideal library, Lincoln Library, Springfield, Ill, 26, no. 8, May.
Citizens' Federal Committee on Education: Being organized, 1–2, no. 6, Mar.; first meeting, 11, no. 9, June.
Citizens' Library Movement organized, Mississippi State Library Association, 32, no. 10, July.
Citizenship education: Colorado, 17–18, no. 10, July; immigrant groups, Department of Justice, 27, no. 9, June; preparing youth, Back-to-School Campaign, 10–11, no. 1, Oct.; publications, 28, no. 10, July; teaching aids, 26, no. 7, Apr.
City schools, per pupil expenditures, 22–23, no. 3, Dec.; 30–31, no. 5, Feb.; 18–19, no. 9, June.
Civic-mindedness, education for, school responsibility, 10, no. 1, Oct.
Civilian population, migration, shown in school attendance, 20–22, no. 5, Feb.
Claremont (Calif.) Graduate School: International relations programs, 27, no. 8, May; reading conference, publication, 24, no. 8, May.
Clark, Vernon L.: Commends schools for purchase of stamps and bonds, 4, no. 9, June.
Clearance, with U. S. Office of Education, educational policies, National Council of Chief State School Officers, 9–10, no. 7, Apr.
Cleveland, Ohio: Child-care centers continued, 9, no. 10, July; Public Schools, annual report, 18, 29, no. 3, Dec.; sesquicentennial observance, 12, no. 8, May.
Clift, Eleanor F. *and* Beust, Nora E.: A Supplement to *Five Hundred Books for Children*, 24–31, 32, no. 1, Oct.
Clinton-Peabody Public School (St. Louis, Mo.), visited for inspection by Association of State Directors of Elementary Education, 8–9, no. 9, June.
Clubs, teaching aids, 27, no. 7, Apr.
College for Women, established in Colombia, 20, no. 7, Apr.
College of William and Mary, proseminar on Latin America, Russia, China, and Japan, 29, no. 8, May.
Colleges: Curriculum laboratories prepare lists of teaching materials, 25, no. 7, Apr.; entrance requirements, 20 percent of youth trained, 6, no. 10, July; sales training facilities, 3, no. 4, Jan.
Colombia: English-Speaking Club, organized, Escuela Normal Superior, Bogota, 22, no. 1, Oct.; home economics education, 19–20, no. 7, Apr.
Colorado College (Colorado Springs), announces Rocky Mountain School of Languages, 27, no. 8, May
Colorado Education Association, State plan for teaching world citizenship in the public schools, 17–18, no. 10, July.
Commission on Teacher Education, publication on State programs, 28, no. 10, July.
Common cold, suggested school health policies, 21–22, no. 6, Mar.
Communicable diseases, prevention and control, 20, no. 6, Mar.
Community: Needs education to face "new values," 14, no. 5, Feb.; teaching aids for understanding, 26, no. 7, Apr.
Community resources, contribute to school health policies, 21, 24, no. 6, Mar.
Community service, a function of education, 29, no. 6, Mar.
Community services: Canning food, report from California, 18, no. 5, Feb.; child-care centers continued. 8, 9, no. 10, July; health education, 13, 16, no 4, Jan.; in building educational programs, 11, no. 8, May; in planning children's needs, 30–31, no. 8, May. *See also* Extended School Services.
Community War Service Division, Federal Security Agency, report of State war recreation committees, 29, no. 6, Mar.
Comparative Education Division, U. S. Office of Education, merged with Inter-American Educational Relations Division, 24, no. 5, Feb. *See also* International Educational Relations Division.
"Complementary" school programs, Colombia, 20, no. 7, Apr.
Comprehensive Research Program on School Lunches, conference, 11–13, 26–27, no. 6, Mar.
Compulsory education: Legislation, 29, 30, no. 4, Jan.; 20, no. 10, July.
Compulsory Military Training, Some Pros and Cons, 15–18, no. 5, Feb.
Conant, James Bryant: General Education in a Free Society, 26, no. 2, Nov.
Concord College (Athens, W. Va.), inter-American workshop, 29, no. 8, May.
Congress at Work, publication, New York Scholastic Magazines, 13, no. 5, Feb.
Connecticut: Educational legislation, 28, 29, no. 4, Jan.; library service, State-wide reading program, 31, no. 7, Apr.; State aid for school plant construction, 23, no. 7, Apr.; State Department of Education, publication, Asiatic Interests in American history, 12, no. 10, July.
Consolidation of small schools: Louisiana, progress report, 31, no. 10, July; North Carolina, 20, no. 9, June.
Consulting Committee on Vocational Education in the Years Ahead, report of conference, 6–7, no. 10, July.
Consumer education, publication, National Association of Secondary School Principals, 10, no. 3, Dec.
Cook, Katherine M.: National Leaders' Conference on Visiting Teacher Problems, 17–19, no. 1, Oct.; Recreation and Leisure-Time Activities in the School Program, 29–31, no. 6, Mar.; State-Wide Visiting Teacher Services [Virginia and Georgia], 21–23, no. 8, May.
Cooperation of school and public libraries, conference topic, Massachusetts Library Association, 26, no. 8, May.
Copyright conference, Pan American Union, 12, no. 5, Feb.
Cornell, Francis G.: Assigned chief, Research and Statistical Service, U. S. Office of Education, 1, no. 3, Dec.; 7, no 5, Feb.; Public School Attendance Changes, 1940–44, 20–22, no. 5, Feb.
Cornell University, general workshop on international relations, 28, no. 8, May.
Correspondence courses: High-school level, California, 20, no. 4, Jan.; veterans, survey, U. S. Office of Education, 7, no. 10, July.
Correspondence or Directed Study (Frazier), 30–31, no. 10, July.
Costa Rica: Teachers of English visit the United States on fellowships, 31, no. 9, June.
Counseling services: Health, 22, no. 6, Mar.; interest measured, 28–29, no. 3, Dec.; mothers, day-care children's program, 31, no. 8, May; Philippine schools, 18–19, no. 10, July; veterans, University School of Ohio State University, 21, no. 9, June; vocational education for small business, Department of Commerce, 5–6, no. 4, Jan.; women veterans, 10, no. 8, May. *See also* Guidance services.
Courses of study: In art, bibliography, 14–19, no. 6, Mar.; in music, bibliography, 12–17, no. 9, June; in music for elementary and high schools, aims, Virginia Board of Education, 30, no. 6, Mar.; in science, bibliography, 19–22, no. 2, Nov.; received by U. S. Office of Education Library, 26, no. 2, Nov.; 14, no. 3, Dec.; 25, no. 8, May; 30, no. 10, July; U. S. Office of Education Library, a depository for, 19, no. 2, Nov.; 14, no. 6, Mar.; 12, no. 9, June.
Covert, Timon: Financing the Public Schools of Kentucky, 28–31, no. 9, June.
Coxe, John E.: What Louisiana Has Done—A Progress Report, 31, no. 10, July.
Coxen, James R.: American Vocational Association Convention, report, 10–11, no. 8, May.
Creative arts, Louisiana's *Guide for Teaching in Primary Grades*, 30, no. 6, Mar.
Credential evaluation for foreign students, report, U. S. Office of Education, 5, no. 6, Mar.
Credit for correspondence courses, 31, no. 10, July.
Crippled children: National Society celebrates Silver Anniversary, 14, no. 7, Apr.; report, National Committee on School Health Policies, 24, no. 9, June.
Cuba: Teachers of English visit the United States on fellowships, 31, no. 9, June.
Cultural and Scientific Cooperation Committee, U. S. Office of Education, gather first-hand data on other American educational systems, 25–26, no. 5, Feb.
Cultural engineering needed by UNESCO, 2, no. 5, Feb.
Cumulative records: Health, 22, no. 6, Mar.; school, study of, U. S. Office of Education, 4, no. 3, Dec.
Curricula: Designed to meet children's needs, 7, no. 9, June; Georgia State School for the Deaf, survey, 21–22, no. 7, Apr.; Netherlands East Indies schools, 9–10. no. 4, Jan.; offerings for veterans in secondary schools, survey, U. S. Office of Education, 7, no. 10, July; Milwaukee school system, solving the problems, 31–32, no. 10, July.
Curriculum: Construction, for adults, teacher's responsibility, 24, no. 2, Nov.; development, post-war conference, Supervision and Curriculum Development (NEA), 7–8, no. 9, June; problems in building foundations for friendship with neighbor nations, 15, no. 10, July; revision to include vocational education, Louisiana State Department of Education, report, 31, no. 10, July.
Curriculum Commission, National Council of Teachers of English, report of meeting, 12, no. 5, Feb.
Czechoslovakia: Education, publication, U. S. Office of Education, 25, no. 5, Feb.

D

Dadeville, Mo.: Consolidated School District, canning center report, 15, no. 5, Feb.
Daily observance of pupils' health by teacher, 20–21, 23–24, no. 6, Mar.
Dakota County, Minn., changing food habits of rural children, a study of methods, 22, no. 5, Feb.
Davis, Mary Dabney, *and* Gabbard, Hazel F.; State Legislative Action for Young Children, 30, no. 4, Jan.; *and* Stark, Grace, Teaching Aids for Teachers, 25–31, no. 7, Apr.
Day care for children: Of working mothers, post-war planning, 11–12, no. 5, Feb.; nursery services, in planning for needs of children, 31, no. 8, May.
Deaf: Building facilities for deaf and hard-of-hearing children, 18–19, no. 8, May; National Committee on School Health Policies, report on deaf children, 24, no. 9, June; survey report, Georgia State School for the Deaf, 21–23, no. 7, Apr.
Dearborn, Ned H.: Postwar Traffic Is Child Menace, 20, no. 4, Jan.
"defense of peace," pamphlet, Department of State, 31, no. 9, June.
Degrees granted by correspondence schools, 30, no. 10, July.
Delaware: Educational legislation, 28, no. 4, Jan.; State aid for school plant construction, 23, no. 7, Apr.; 9, no. 8, May.
Democracy: Education for, in Japan, 3, no. 9, June; learning through living, Cleveland Public Schools, annual report, 18, 29, no. 3, Dec.
Dental health: Guidance, in suggested school health policies, 24–25. no. 6, Mar.; needs for school-age children, 11–12, no. 2, Nov.
Dental Programs in Local Schools (Jessen), 15–18, no. 2, Nov.

Denver (Colo.) Survey Report—Veterans' Plans for Education (Segel), 27–28, no. 6, Mar.
Department of Agriculture: Nutrition film available, 4, no. 3, Dec.; sponsors: Conference for Comprehensive Research Program on School Lunches, 11–13, 26–27, no. 6, Mar.; demonstration workshop on nutrition education, 22, no. 5, Feb.; Victory Farm Volunteers, recruitment, training, and placement, 18, no. 9, June; victory gardens, 20 million recommended, 27, no. 9, June.
Department of Commerce: Counseling service for vocational education for small business, 5–6, no. 4, Jan.
Department of Elementary School Principals (NEA): Conference, 18, no. 9, June; publication on safety education, 28, no. 10, July.
Department of Justice: New service extended to immigrants, 27, no. 9, June; publication, bibliography on citizenship, 5, no. 10, July.
Department of State: Announces members of London UNO Conference, 2, no. 3, Dec.; *publications—"the defense of peace,"* 31, no. 9, June; manual for classifying and cataloguing maps and atlases, 6, no. 2, Dec.: removal of wartime objections to study abroad, 11, no. 4, Jan.; sponsors Spanish Language Institute, 30, no. 8, May.
Design for Waging Peace—UNESCO (Benjamin), 1–6, no. 5, Feb.
Detroit, Mich., continues child-care centers, 9, no. 10, July.
Developing an adequate educational program, policy, National Council of Chief State School Officers, 12–13, no. 7, Apr.
Dexter, Walter: Resolution concerning, National Council of Chief State School Officers, 4, no. 7, Apr.
Diet survey: Bureau of Human Nutrition and Home Economics, Department of Agriculture, 12, no. 6, Mar.; social studies class, Wisconsin State Teachers College (Eau Claire), 9, no. 6, Mar.
Diphtheria, immunization, 21, no. 6, Mar.
Directories, educational, U. S. Office of Education, 5, 6, no. 6, Mar.
Discussion groups, publication, 13, no. 5, Feb.
Displaced Persons Educational Program, UNRRA, 11, no. 4, Jan.
Disposal of Surplus Property to Educational Institutions (Symington), 17–19, no. 4, Jan.
Distinguished Service Medal, awarded to Commissioner Studebaker, by Treasury Department, 4, no. 9, June.
Distributive education: Occupations, vocational training, 14–15, no. 8, May; training program for small business, 5–8, no. 4, Jan.
Dominican Republic: High-school English-speaking clubs organized, 22, no. 1, Oct.
Douglas, Emily Taft: Equalizing educational opportunity through rural library service, 10, no. 9, June.
Draft, effects of abolition, 17, no. 5, Feb.
Draft Proposals for an Educational and Cultural Organization, Conference of Allied Ministers of Education (London), 5–8, no. 1, Oct.
Dunham, Franklin: Assignment, chief, Educational Uses of Radio Unit, U. S. Office of Education, 7, no. 5, Feb.

E

East and West Association: Selected references for teachers—China, 29, no. 5, Feb.; the Far East, 10, 13, no. 10, July.
East Texas State Teachers College, Spanish workshop for elementary grades, 28, no 8, May.
Eastern Oregon College of Education, summer study, geography of South America, 28, no. 8, May.
Eastern Pennsylvania Library Conference, sponsored by Teachers Colleges, 25–26, no. 10, July.
Eaton, John: Annual report concerns international educational relations, 24, no. 5, Feb.
Economic planning for peace, Congress of Britain's National Union of Students, 15–16, no. 3, Dec.
Education: Federal Committee of Citizens on, 1–2, no. 6, Mar.; 11, no. 9, June; for homemaking, coordinated program, 14, no. 8, May; in other countries, bulletins, U. S. Office of Education, 25, no. 5, Feb.; new values, 14, no. 5, Feb.; of the deaf, objectives of Georgia State School, 23, no. 7, Apr.; of Negroes, services, 21–26, no. 4, Jan.; of veterans, preparing teachers and leaders, 23–24, no. 2, Nov.; plans for, report of Denver survey, 27–28, no. 6, Mar.; proposed legislation, conference of nine national organizations, 10, no. 5, Feb.; a State function, National Council of Chief State School Officers, 7–8, no. 7, Apr.; two aims, 2–3, no. 4, Jan.
Education and care of the handicapped, National Committee on School Health Policies, report, 23, 26, no. 9, June.
Education and the 79th Congress—First Session (Keesecker), 13, no. 1, Oct.
Education for Victory: Articles on international education, 26, no. 5, Feb.; publication, U. S. Office of Education, 5, no. 6, Mar.
Education in Chile, publication, U. S. Office of Education, 26, no. 5, Feb.
"Education To Promote the General Welfare," general theme, American Education Week, 1945, 14, no. 1, Oct.; 2, no. 2, Nov.
Education Under Enemy Occupation, publication, U. S. Office of Education, 26, no. 5, Feb.
Education's Contribution to a Sound Postwar Economy (Studebaker), 1–4, no. 4, Jan.
Educational and Cultural Organization of the United Nations: Conference to consider creation, 2, no. 3, Dec.; draft proposals, Conference of Allied Ministers of Education, 5–8, no. 1, Oct. *See also* UNESCO.
Educational Directory, publication, U. S. Office of Education, 5, 6, no. 6, Mar.
Educational institutions, surplus property for, 17–19, no. 4, Jan.; 9, no. 6, Mar.
Educational Leadership, publication, National Education Association, Board of Advisory Editors, 8, no. 9, June.
Educational legislation. *See* Legislation, educational.
Educational opportunities, forces toward improved, report, National Council of Chief State School Officers, 6–8, no. 7, Apr.
Educational Policies Commission: General health policies, 12–13, no. 4, Jan.; illiteracy and delinquency, report, 6–7, no. 10, July.
Educational problems, State reports of Study Commission, National Council of Chief State School Officers, 1–10, no. 8, May.
Educational programs: Displaced persons in Germany, UNRRA report, 11, no. 4, Jan.; *for veterans:* Denver, Colo., plan, 27–28, no. 6, Mar.; report of Work Conference, 23–24, no. 2, Nov.
Educational progress: Chinese News Service, 17, no. 3, Dec.; Louisiana State Department of Education, 17, no. 3, Dec.
Educational services: For children under six, 31, no. 8, May; States should expect from Federal Government, 10, no. 7, Apr.
Educational System of the Netherlands East Indies, 9–11, no. 4, Jan.
Educational Uses of Radio Unit, U. S. Office of Education: Annual report, 5, no. 6, Mar.; assignment of chief, 7, no. 5, Feb.
Educators' Bulletin Board, 25–26, no. 2, Nov.; 10, 14, no. 3, Dec.; 13–14, no. 5, Feb.; 24–25, no. 8, May; 28–30, no. 10, July.
Educators Request Peacetime Savings Program (Vinson), 6, no. 5, Feb.
Efficiency ratings, uses of, in-service training, Federal Prison System, 30, no. 2, Nov.
Electricity on the farm, 15–16, no. 1, Oct.
Elementary education: Report of meeting, Association of State Directors, 8–9, no. 9, June.
Elementary School Division, U. S. Office of Education: Appointment of specialist, 1, 2, no. 10, July; assignment of Director, 7, no. 5, Feb.; contribution to international understanding, 24 no. 5, Feb.
Elementary schools: Books and pamphlets on the Far East, 11, no. 10, July; conference of principals, Department of Elementary School Principals (NEA), 18, no. 9, June; *courses of study*, bibliographies, U. S. Office of Education—Art, 14–19, no. 6, Mar.; music, 12–16, 17, no. 9, June; science, 21–22, no. 2, Nov.; curricula for veterans, survey, U. S. Office of Education, 7, no. 10, July; development of habits and attitudes for world citizenship, Colorado State plan, 17–18, no. 10, July; getting best results from library, 10, no. 9, June; health instruction, 16, no. 4, Jan.; nutrition education, workshop reports, 28, no. 2, Nov.; 12, no. 8, May; *physical education*—Illinois, State syllabus, 30, no. 6, Mar.; resolutions, Society of State Directors of Health and Physical Education, 12, no. 1, Oct.; publication, Twenty-fourth Yearbook, Department of Elementary School Principals (NEA), 13, no. 5, Feb.; science, 3–5, no. 10, July; size of classes, 9, no. 9, June; Virginia's course of study, 30, no. 6, Mar.
11-grade school systems, progress in elimination, 28, no. 6, Mar. *See also* 12-grade system.
Eligibility for surplus property utilization, 7–9, no. 6, Mar.
Ellis College (Newton Square, Pa.), Pan American Club's participation in cultural Olympics, 22, no. 1, Oct.
Emergency teachers' permits, 5, no. 9, June.
Emotional health, promotion, 14, no. 4, Jan.
English speaking: Ability improved through use of inter-American subject matter, 16, no. 10, July; clubs, established in other American Republics, 22, no. 1, Oct.
English teaching: Curriculum Commission, National Council of Teachers of English, meets, 12, no. 5, Feb.; publications, 25, no. 2, Nov.; visits from English teachers of other American Republics, 31, no. 9, June.
Enrollments: High-school, 1944–45, 19–20, no. 4, Jan.; Negroes in schools of the South, 21, no. 4, Jan.
Epidemics, school policy as to closing, 21, no. 6, Mar.
Equalization of educational opportunity: Problems, "in building foundations of friendship with neighbor nations," 15, no. 10, July; State aid, Kentucky, 31, no. 9, June. *See also* Federal aid.
Equivalence: Examinations for veterans, survey, U. S. Office of Education, 7, no. 10, July; legislation for veterans' education, Connecticut, 29, no. 4, Jan.
Essay contest: On world peace, for high-school students, 2, no. 3, Dec.
Europe: School lunch program, 11, no. 6, Mar.; surplus canned food for war-devastated countries, 18, no. 5, Feb.
European studies, summer school, Zurich, Switzerland, 18, no. 5, Feb.
Evaluation of credentials for studies abroad, U. S. Office of Education, 25, no. 5, Feb.
Everybody Can Help: Famine Emergency Committee, 2, no. 9, June.
Exceptional children: Preparation of teachers, report, National Council of Chief State School Officers, 6–7, no. 8, May; State legislation, 3–6, no. 2, Nov. *See also* Socially maladjusted.
Excerpts From U. S. Office of Education Annual Report (Studebaker), 3–6, no. 6, Mar.
Exchange of teachers, international—legal aspects, 11–14, no. 3, Dec.
Executive orders, published in *The Federal Register*, 18, no. 5, Feb.
Expenditures per Pupil in City Schools (Banfield), 22–23, no. 3, Dec.; 30–31, no. 5, Feb.; 18–19, no. 9, June.
Extended school services: Alabama conferences, 27–28, no. 2, Nov.; *for preschool-age child*—Continue, 8–9, no. 10, July; resolutions, 9–10, no. 5, Feb.; publication, *Open Doors to Children*, 19, no. 6, Mar.; State legislation, 30, no. 4, Jan.
Extra-class programs, 22, no. 9, June.

F

Factors other than age condition enrollment of beginners, 24, no. 10, July.
Family contributions to war and postwar morale, publications, U. S. Office of Education, 6, no. 6, Mar.
Famine Emergency Committee, an appeal for food production, 2, no. 9, June.
Far East—Selected References for Teachers (Arndt), 10–14, no. 10, July.
Farm work: Films released, U. S. Office of Education, 31, no. 3, Dec.; mechanics, training facilities, 17, no. 7, Apr.
Farm Youth and Tomorrow's Agriculture (Spanton), 15–16, no. 1, Oct.
Farmers, veterans trained to be, 16–17, no. 7, Apr.
Federal Advisory Board for Vocational Education: Organization, 13, no. 8, May; reports of meetings, 5–8, no. 4, Jan.; 16–17, no. 7, Apr.; resolutions affecting GI Bill, 5, no. 10, July.
Federal Committee on Education. *See* Citizens' Federal Committee on Education.
Federal Communications Commission, responsibility for use of radio channels, 5, no. 3, Dec.
Federal financial aid for education: Kentucky, 29, no. 9, June; legislation, 28, no. 4, Jan.; preschool-age and other young children, 9–12, no. 5, Feb.; 30, no. 4, Jan.; President's State of the Union message, 10, no. 6, Mar.; resolutions, opinions, and policies, National Council of Chief State School Officers, 3, 6, 10–11, no. 7, Apr.; school lunch program, 12, no. 6, Mar.
Federal Government: Allowances for food, New York State child-care projects, 8–9, no. 10, July; its participation in public education, 7–8, 10, no. 7, Apr.; statutes affecting foreign teachers in the United States, 11–13, no. 3, Dec.; teaching aids available, 27–28, no. 7, Apr.
Federal Prison System—In-Service Training, 29–31, no. 2, Nov.
Federal Register, daily publication, National Archives, 18, no. 5, Feb.
Federal responsibility, planning and construction of school plants, 8, no. 8, May.
Federal Security Agency: Delegates to U. S. Office of Education disposal of surplus property to educational institutions, 17, no. 4, Jan.; makes report of State War Recreation Committees, 29, no. 6, Mar.
Federal-State relations: Affecting international exchange of teachers, 13–14, no. 3, Dec.; legislation, 28–29, no. 4, Jan.; policy, National Council of Chief State School Officers, 9–10, no. 7, Apr.
Federal Works Administration, disposal of school buildings constructed by, 5, no. 7, Apr.
Feeding Children in the Nursery School, publication, Alabama State Department of Education, 18, no. 2, Nov.
Fellows of Library of Congress in Education, 26, no. 10, July.
Feminine education in Colombia, director outlines plans, 20, no. 7, Apr.
FFA. *See* Future Farmers of America
Films: For adult education, 20, no. 8, May; guide book, 10, no. 3, Dec.; new releases, 30–31, no. 3, Dec.; *Now the Peace*, 8, no. 1, Oct.; nutrition, 4, no. 3, Dec.; place and importance of the teacher in American life, 4, no. 4, Jan.; *selected references for teachers:* China, 29, no. 5, Feb.; The Far East, 10, 13, no. 10, July; training series, 30–31, no. 3, Dec.; 17, no. 7, Apr.
Financing: Educational program, National Council of Chief School Officers, 12, no 7, Apr.; Louisiana's public schools, progress report, 31, no. 10, July; public libraries, University of Denver survey, 19, no. 5, Feb.
Financing the Public Schools of Kentucky (Covert), 28–31, no. 9, June.
Finland: Education and service conditions of teachers, publication, U. S. Office of Education, 25, no. 5, Feb.
First aid for emergencies, suggested school health policies, National Committee on School Health Policies, 19–20, no. 6, Mar.
Fisk University: Sponsors Institute of Race Relations, 9, no. 10, July; workshop on culture of various nations, 28, no. 8, May.
Five Hundred Books for Children, supplement, 24–31, 32, no. 1, Oct.
Florida: Educational legislation, 28, no. 4, Jan.
Flynt, Ralph C. M.: Assigned assistant director, Division of Central Services, U. S. Office of Education, 7, no. 5, Feb.
FM broadcasts: Radio network, Wisconsin, 15, no. 5, Feb.; U. S. Office of Education, 5, no. 6, Mar. *See also* Frequency Modulation.
Food: Appeal from Famine Emergency Committee, 2, no. 9, June; Future Farmers of America, canning projects, 13, no. 1, Oct.; letter to Victory Farm Volunteers, 18, no. 9, June; production, war training program, 15, no. 8, May; surplus for United Nations Relief and Rehabilitation Administration, 18, no. 5, Feb.; surplus to WRA school lunch program, 12, no 6, Mar.

Food Distribution Administration, aids school lunches through cash indemnities, 12–13, no. 6, Mar.
Food Habits of Rural Children in Dakota County, Minnesota—A Study of Methods of Changing, publication, U. S. Office of Edueation, 22, no. 5, Feb.
Foreign-Born in the United States, bibliography, Department of Justice, 5, no. 10, July.
Foreign students, credential evaluation, 5, no. 6, Mar.
Forty Years in Vocational Education (Wright), 13–16, no. 8, May.
Foster, E. M.: Assigned chief reporting statistician, Research and Statistical Serviee, U. S. Office of Educatiou, 1, no. 3, Dec.
Foster-family, day-care service, needs of children, 31, no. 8, May.
Foundations for Friendship With Neighbor Nations (Bathurst), 14–17, no. 10, July.
Fowler, Fred M.: Interest Measurement—Questions and Answers, 25–29, no. 3, Dec.
Franking privileges, policy conecrning, National Council of Chief State School Officers, 10, no. 7, Apr.
Frazier, Ben W.: Correspondence or Directed Home Study, 30–31, no. 10, July; Military Training—Some Pros and Cons, 15–18, no. 5, Feb.; Teacher Shortages in 1946, 5–7, no. 9, June.
Free enterprise, postwar economy, 1–2, no. 4, Jan.
"Freedom's People," radio broadcast for Negro education, 24, no. 4, Jan.
Frequency Modulation, radio stations increasing in number, 5, no. 3, Dec. *See also* FM broadcasts.
Friendship with neighbor nations, foundations, 14–17, no. 10, July.
Functional School Buildings Emphasized: Report of University of Chicago Conference, 22, no. 2, Nov.
Fusfeld, Irving S.: Survey of Georgia State School for the Deaf, 21–23, no. 7, Apr.
Future Farmers of America: Development under Smith-Hughes Act, 14, no. 8, May; pictorial bulletin, *Future Farmers of America . . . in Action*, 17, no. 3, Dec.; training for tomorrow 15–16, no. 1, Oct.; visit to Washington, 18–19, no. 7, Apr.; war relief canning projeets, 13, no. 1, Oct.
Future Homemakers of America, organization, 16, no. 8, May.

G

Gabbard, Hazel F. *and* Davis, Mary Dabucy: State Legislative Action for Young Children, 30, no. 4, Jan.
Gary, Ind., library training for veterans, 26, no. 10, July.
Gaumnitz, W. H.: Nutrition Education in the Schools, 22–23, no. 5, Feb.; The Small School Problem Again—A State Report, 20, no. 9, June.
General education: Federal aid, resolutions and opinions, National Council of Chief State School Officers, 3, 6, no. 7, Apr.; in postwar economy, 3–4, no. 4, Jan.
General Education in a Free Society: Report, Harvard Committee, 14, no. 3, Dec.
General Educational Development, equivalency tests for veterans, 8, no. 10, July.
General health policies, Educational Policies Commission, 12, no. 4, Jan.
General Instructional Service, U. S. Office of Educatlon, 4, no. 6, Mar.
General welfare, education to promote, 14, no. 5, Feb.
Geography: Enlarged by terrain model building study, 9–10, no. 3, Dec.; National Geographic Society resumes publication of school bulletins, 24, no. 2, Nov.; publications, 13, no. 5, Feb.; South America, summer study, Eastern Oregon College of Education, 28, no. 8, May; State teaching aids, 25, no. 7, Apr.
George-Deen Act, training workers in distributive education, 14–15, no. 8, May.
George Peabody College for Teachers: Materials for teaching aids, 26, no. 7, Apr.; school plant workshop, 16, no. 1, Oct.; 17, no. 8, May.
Georgia: Educational legislation, 28, 29, no. 4, Jan.; 23, no. 7, Apr.; public-school education, studies, 21, no. 7, Apr.; *State Department of Education*—Extended 11-grade school system, 28, no. 6, Mar.; records, as geography teaching aids, 25, no. 7, Apr.; State-wide visiting-teacher services established, 22–23, no. 8, May; State School for the Deaf, report of survey, 21–23, no. 7, Apr.
Germany: Displaced Persons Educational Program, UNRRA's report, 11, no. 4, Jan.; education, publication, U. S. Office of Education, 25, no. 5, Feb.
GI Bill of Rights, resolutions concerning, Federal Advisory Board of Vocational Education, 5, no. 10, July.
GI Roundtable Series: Educational pamphlets, War Department, 2, no. 1, Oct.; 11, no. 4, Jan.; 18, no. 9, June.
Good health, school lunch program an investment, 26, no. 6, Mar.
Goodrich, Lowell P.: Solving curriculum problems, Mllwaukee schools, 31–32, no. 10, July.
Goodykoontz, Bess: Assignment, Assistant Commissioner and Director, Division of Elementary Education, U. S. Office of Education, 7, no. 5, Feb.
Government "pump-priming," postwar economy, 1–2, no. 4, Jan.
Governmental responsibilities for school health program, 14, 2, Nov.
Greensboro, N. C.: Child-care program, 9, no. 10, July.
Gregory, Raymond W.: Appointed Assistant Commissioner for Vocational Education, U. S. Office of Education, 15, no. 7, Apr.
Grigsby, Rall I.: Assignment, Director, Division of Auxiliary Services, and special assistant to the Commissioner, U. S. Office of Education, 7, no. 5, Feb.
Guatemala: International Study Center, University of Houston, 29, no. 8, May; teachers of English visit the United States on fellowships, 31, no. 9, June.
Guidance and educational services, established for veterans' education, Denver (Colo), schools, 27–28, no. 6, Mar.
Guidance and Occupational Information Service, U. S. Office of Education: Development, 15, no. 8, May; report, 4, no. 6, Mar.
Guidance in the Philippine Schools (Santiago), 18–19, no. 10, July.
Guidance services: Curriculum designed to meet children's needs, 7, no 9, June; health problems, 24, 25, no. 6, Mar.; library service for veterans and war workers, New York City Public Library, 26, no. 8, May; Negroes, a survey, 22, no. 4, Jan.; publication, *Proceedings of the Tenth Annual Guidance Conference*, 25, no. 2, Nov.; sound program needed, 17, no. 7, Apr. *See also* Counseling services.

H

Hammond, Ind.: High-School Pan American League and Spanish Club, report of activities, 21, no. 1, Oct.
Hamon, Ray L.: Assignment, chief, School Housing Section, Division of School Administration, U. S. Office of Education, 7, no. 5, Feb.; State Aid for School Plant Construction, 23–24, no. 7, Apr; workshop on school plant facilities, George Peabody College, 17, no. 8, May.
Handicapped children, physically: Education and care, 23, 26, no. 9, June; public-school building facilities, 17–20, no. 8, May; State legislation, 3–6, no. 2, Nov.
Harris, William T.: As Commissioner, advanced interest in education abroad, 24, no. 5, Feb.
Harvard committee report, 26, no. 2, Nov.
Haycock, Robert L.: Back-to-School Campaign, Washington, D. C., 7–8, no. 3, Dec.
Health: Cumulative records essential, 22, no. 6, Mar.; education, 9, no. 1, Oct.; meeting and interpreting needs, 23–24, no. 6, Mar.; needed in planning for care of children, 31, no. 8, May; proposed legislation, 10, no. 5, Feb.; protection and improvement, 12–16, no. 4, Jan.; 19, no. 6, Mar.; teaching aids, 27, no. 7, Apr. *See also* Physical fitness; School health programs.
Health and physical education: Report, U. S. Office of Education, 4, no. 6, Mar.; resolutions, Society of State Directors of Health and Physical Education, 11–13, no. 1, Oct. *See also* Physical education.
Health and safety instruction, report, National Committee on School Health Policies, 26, no. 9, June.
Health education: Progress report, Louisiana State Department of Education, 31, no. 10, July; resolutions, National Council of Chief State School Officers, 3, no. 7, Apr.; teacher training for establishment of habits, 28, no. 2, Nov.
Health Needs of School-Age Children and Recommendations for Implementation: Report, subcommittee of Federal governmental agencies, 7–15, no. 2, Nov.
Health Problem and Public Support: Report, American Dental Association, 10, no. 8, May.
Heinig, Christina M.: Australia Today in Nursery-Kindergarten Education, 19–22, no. 3, Dec.
High schools: Acceleration for veterans, Benjamin Franklin High School, Philadelphia, Pa., 6, no. 2, Nov.; correspondence courses, in school and out, California, 20, no. 4, Jan.; dramatics, handbook, 25, no. 2, Nov.; English discussion group, use of inter-American subject matter, 16, no. 10, July; enrollments, 19–20, no. 4, Jan.; essay contest on peace, 2, no. 3, Dec.; for veterans, Massachusetts, 19, no. 4, Jan.; graduates, problems, Philippine survey, 18, no. 10, July; international relations clubs, Colorado, 18, no. 10, July; libraries, revised standards, 19, no. 5, Feb.; record—its worth, 28, no. 10, July; small or rural, lacking vocational training, 20, no. 9, June; students' aims, Institute of Student Opinions, 12, no. 5, Feb.; students, books and pamphlets on the Far East, 11, no. 10, June; Virginia State course of study in music, 30, no. 6, Mar. *See also* Secondary schools.
Higher education: For Negroes, national survey, 21, no. 4, Jan.; institutions, Sweden, Norway, and Poland, 25, no. 5, Feb.
HIGHER EDUCATION: Publication, U. S. Office of Education, 5, no. 6, Mar.; articles on international education, 26, no. 5, Feb.
Higher Education Division, U. S. Office of Education: Appointment of specialist, 1, 2, 19, no. 10, July; assignment of Director, 7, no. 5, Feb.; contribution to international understanding, 24, no. 5, Feb.; postwar planning, report, 3, no. 6, Mar.
Higher Education Looks Ahead, publication, U. S. Office of Education, 3, no. 6, Mar.
Highway Safety Conference called by the President, 16, no. 8, May.
Hispanic Studies Center, Syracuse University, 28, no. 8, May.
Holyoke, Mass.: School dental program, 18, no. 2, Nov.
"Home-bound" children: Report, National Committee on School Health Policies, 24, no. 9, June; teachers for, 17, 19–20, no. 8, May.
Home economics: Clubs, U. S. Office of Education 4, no. 6, Mar; education, in Columbia, 19–20, no. 7 Apr.
Home Economics Education Service, U. S. Office of Education, 4, no. 6, Mar.
Home economists proclaim success of school lunch programs, 23, 30, no. 5, Feb.
Home Study or Correspondence (Frazier), 30–31, no. 10, July.
Homemakers: Representation on Citizens' Federal Committee on Education, 2, no. 6, Mar.; service, provided by social welfare agencies, 31, no. 8, May.
Homemaking education, coordinated program, 14, no. 8, May.
Hood College (Frederick, Md.) sponsors inter-American institutes, 23, no. 1, Oct.
Hoover, Souci: Bibliography of Art Courses of Study, 14–19, no. 6, Mar.; Bibliography of Music Courses of Study, 12–17, no. 9, June.
Housing, publications, 13, no. 5, Feb.; 28, no. 10, July.

I

Illinois: Educational legislation, 5, no. 2, Nov.; 29, no. 4, Jan.; school library clinics, 26, no. 8, May; State syllabus on physical edueation for elementary schools, 30, no. 6, Mar.
Illiteracy, report, Educational Policies Commission, 6, no. 10, July.
Immigration and naturalization: Bibliography, 5, no. 10, July; new Serviee, 27, no. 9, June.
Immunization, opinions, National Committee on School Health Policies, 21, no. 6, Mar.
Implementation of recommendations for health needs of school-age children, 7–15, no. 2, Nov.
Indian education, 9, no. 5, Feb.
Indiana: Educational legislation, 27, 28, no. 4, Jan.
Indiana State Teachers College: Workshop on Nutrition Education in the Elementary School, 12, no. 8, May; picture story available, 8, no. 4, Jan.; publication, 22, no. 5, Feb.
Indianapolis, Ind., adult forums consider world cooperation, 2, no. 3, Dec.
Individual differences, adaptation, 22, no. 9, June.
Industrial arts education, recent theses, 13–14, no. 5, Feb.
Infantile paralysis, source book, National Foundation for Infantile Paralysis, Inc., 28, no. 10, July.
Information and Publications Section, U. S. Office of Edueation, appointment of chief, 1, 2, no. 10, July.
Information Bureau of Veterans established, Chicago Public Library, 6, no. 3, Dec.
In-service education: Of specialized personnel and teachers, report, National Committee on School Health Policies, 25, no. 9, June; *of teachers*—Report, National Council of Chief State School Officers, 6, no. 8, May; report of progress, Louisiana State Department of Education, 31, no. 10, July; to establish health habits, 28, no. 2, Nov.; to learn to teach the deaf, survey, Georgia State School for the Deaf, 22, no. 7, Apr.; to prepare to teach veterans, 24, no. 2, Nov.; to train as visiting teacher, 21, no. 8, May; to train for nursery school, Rochester (N. Y.) Public Schools, 24, 30, no. 3, Dec.
In-service training: Librarians and library workers, 19, no. 5, Feb.; public service occupation, 15, no. 8, May.
In-Service Training for the Federal Prison System (Rosenberger), 29–31, no. 2, Nov.
Institute for Pacific Relations, selected references for teachers on the Far East, 10, 12, no. 10, July.
Institute of Race Relations, Fisk University, 9, no. 10, July.
Institute of Student Opinion, high-school students' aims, 12, no. 5, Feb.
Institute on Book Selection, Michigan Library Association, 26, no. 10, July.
Instruction: Health and safety program, National Committee on School Health Policies, report, 15–16, no. 4, Jan.; per pupil cost, city schools, 23, no. 3, Dec.; 31, no. 5, Feb.; 19, no. 9, June.
Instructional materials: On American Republics, from U. S. Office of Education, 26, no. 5, Feb.; problems, in "building foundations for friendship with neighbor nations," 15, no. 10, July; teaching aids available, Ohio State University, 25, no. 7, Apr.
Instructional Problems Section, Division of Secondary Edueation, U. S. Office of Education, specialists appointed, 6, no. 6, Mar.
Instructional services: Organization, Georgia State School for the Deaf, 21, no. 7, Apr.; supervision, State departments to encourage, 31, no 6, Mar.
Integrated library programs, recommendations, Southern Association of Colleges and Secondary Schools, 19, no. 5, Feb.
Inter-American copyright conference, Pan American Union, 12, no. 5, Feb.
Inter-American educational relations: Improving ability to speak English, 16, no. 10, July; loan packets available, 16–17, no. 3, Dec.; workshops, 27–30, no. 8, May. *See also* Latin-American educational relations; Pan American club activities.
Inter-American Educational Relations Division, U. S. Office of Edueation: Annual report, 5, no. 6, Mar.; merged with Comparative Edueation Division, 24, no. 5, Feb. *See also* International Edncational Relations Division.
Intercultural education: Pamphlet, 10, no. 3, Dec.; relations, Negro education, 22, no. 4, Jan.; teaching aids, 26, no. 7, Apr.; workshop conference on relations, Pennsylvania State College, 28, no. 8, May.
Intergroup education dispels prejudice (Sockman), 20–21, no. 9, June.
International education, Colorado State plan for public schools, 17–19, no. 10, July.

International Educational Relations, 15–17, no. 3, Dec.: 9–11, no. 4, Jan.; 24–26, no. 5, Feb.: 27–30, no. 8, May; 10–14, no. 10, July.
International Educational Relations Division, U. S. Office of Education: Appointment of Director, 7–8, no. 5, Feb.; establishment and objectives, 24, no. 5, Feb.
International Exchange of Teachers—Legal Aspects (Keesecker), 11–14, no. 3, Dec.
International relations: Affected by military training, 16, no. 5, Feb.; education and organization, publications, 10, no. 3, Dec.; 13, no. 5, Feb.; education for, school responsibility, 10, no. 1, Oct.; educational legislation, 13, no. 1, Oct.; exchange of students, UNESCO, 2–3, no. 5, Feb.; law affecting teacher exchange, 11, 13–14, no. 3, Dec.; teaching aids, 26, no. 7, Apr.
International relations, summer study program, 27–30, no. 8, May.
International Understanding—U. S. Office of Education as a Source of Materials, 24–26, no. 5, Feb.
Interschool sports, 22–23, no. 9, June.
Interest Measurement—Questions and Answers (Fowler), 25–29, no. 3, Dec.
Intermediate and upper grades: Bibliography of courses of study—art, 14–15, no. 6, Mar.; music, 13, no. 9, June.
Introducing books to children by radio, weekly broadcasts, Battle Creek (Mich.) Public Library, 26, no. 10, July.
Introducing the Peoples of Asia and the Far East, recording, U. S. Office of Education, 13, no. 10, July.
Iowa: Educational legislation, 4, no. 2, Nov.; 29, no. 4, Jan.
It Can Be Done! Say Home Economists: Stories of school lunch program, 23, 30, no. 5, Feb.

J

Jackson School (St. Louis, Mo.), visited for observation, Association of State Directors of Elementary Education, 8–9, no. 9, June.
James, A. T.: Congress of Britain's National Union of Students, plan for peace, 15–16, no. 3, Dec.
Japan: Education, 1, 3–4, no. 9, June; map available, National Geographic Society, 12, no. 10, July.
Jeanes supervising teachers, a study of rural elementary education, 21–22, no. 4, Jan.
Jefferson, Thomas: Free discussion in a democracy, 5, no. 3, Dec.
Jessen, Carl A.: Assigned chief, Secondary School Organization and Supervision, U. S. Office of Education, 7, no. 5, Feb.; Dental Problems in Local Schools, 15–18, no. 2, Nov.; *and* Mackintosh, Helen K., bibliography of Science Courses of Study, 19–22, no. 2, Nov.
Job analysis, methods, 14, no. 8, May.
Johnson, Philip G.: Appointed natural science specialist, Division of Secondary Education, U. S. Office of Education, 6, no. 6, Mar.
Johnston, Marjorie C.: Summer Study Program in the Field of International Relations, 27–30, no. 8, May.
Jones, Galen: Appointed director, Division of Secondary Education, U. S. Office of Education, 7–8, no. 5, Feb.
Junior colleges, Nebraska, State legislation governing receipt of Federal funds, 28, no. 4, Jan.
Junior high schools: Bibliography of courses of study—art, 18, no. 6, Mar.; music, 16, no. 9, June.
Juvenile delinquency, report, Educational Policies Commission, 6, no. 10, July.

K

Kansas: Educational legislation, 27, no. 4, Jan.
Kansas City, Kans.: School dental program, 17, no. 2, Nov.
Kansas City, Mo.: Kindergarten and first-grade entrance tests, handbook, 25, no. 10, July.
Kansas State Teachers College (Emporia), Spanish workshop for teachers, 27, no. 8, May.
Keefe, *Mrs.* Billie: Building Facilities for Physically Impaired Children in Public-School Systems, 17–20, no. 8, May.
Keesecker, Ward W.: Education and the 79th Congress, First Session, 13, no. 1, Oct.; International Exchange of Teachers—Legal Aspects, 11–14, no. 3, Dec.; Résumé of 1945 State Legislative Action Affecting Education, 27–30, no. 4, Jan.
Kelly, Fred J.: Assignment, director, Division of Higher Education, U. S. Office of Education, 7, no. 5, Feb.
Kentucky: Financing public schools, 28–31, no. 9, June; Library Extension Division, proposed regional library plan, 19, no. 5, Feb.; State Department of Education, directory of free and inexpensive teaching aids, 25, no. 7, Apr.
Keokuk, Iowa: Ruling on delayed age entrance of children, 10, no. 10, July.
Kettler, Al J.: Adult Forums Consider World Cooperation, 2, no. 3, Dec.
Kindergartens: Australia, 19–22, no. 3, Dec.: *bibliography of courses of study:* art, 14–15, no. 6, Mar.; music, 12–13, no. 9, June; included in extended educational services, 8, no. 10, July; legislation, State and local, 20–25, no. 10, July; State funds authorized, 30, no. 4, Jan.
"Kindergarten of the Air," radio program, Australian Association for Pre-School Child Development, 20, no. 3, Dec.
Korea: Map available, Korean Affairs Institute, Inc., 12, no. 10, July.
Kuder Preference Record, use in interest measurement, 26–29, no. 3, Dec.
Kumpf, Carl, *and* Beach, Eleanor: Teacher Development in Nursery School, 24, 30, no. 3, Dec.

L

Labor groups, representation, Citizens' Federal Committee on Education, 2, no. 6, Mar.
Lady Gowrie Child Centres, nursery-kindergarten education, Australia, 19–21, no. 3, Dec.
Lake, Charles H.: Cleveland Public Schools, 18, 29, no. 3, Dec.
Language Arts . . .: Missouri's course of study in recreation reading, 30, no. 6, Mar.
Language textbooks on the Far East, available, 13–14, no. 10, July.
Lanham Act: Disposition of facilities, 4, 5, no. 7, Apr.; funds for wartime day-care school program, 12, no. 5, Feb.
Latin-American educational relations: Folk dances, 16, no. 10, July; study of history, economics, and literature, Claremont (Calif.) Graduate School, 27, no. 8, May; workshop sponsored by YWCA, St. Paul, Minn., 22, no. 1, Oct. *See also* Inter-American educational relations.
Laymau's view on education represented on Citizens' Federal Committee on Education, 1–2, no. 6, Mar.
Leadership: Assumed by State departments in teacher education, 5–8, no. 8, Feb.; food production and conservation program, 2, no. 9, June; problems solved by schools in recreation and leisure-time activities, 30, no. 6, Mar.; school health program, 25, no. 9, June; training in vocational education, 13–14, no. 8, May.
League of Nations, First Assembly, international exchange of citizens of learned professions considered, 11–12, no. 3, Dec.
Learning experiences in building foundations for friendship with neighbor nations, 15, no. 10, July.
Legislation, educational: Exceptional children, 3–6, no. 2, Nov.; extended school services, 8–9, no. 10, July; federal, 13, no. 1, Oct.; 11, 13, no. 2, Nov.; 28, no. 4, Jan.; high-school correspondence courses, California, 20, no. 4, Jan.; international exchange of teachers, 11–14, no 3, Dec.; Kentucky, 28–31, no. 9, June; Louisiana, 31, no. 10, July; New Jersey, 27, no. 2, Nov.; policy report, National Council of Chief State School Officers, 9, no. 7, Apr.; résumé of State action, 1945, 27–30, no. 4, Jan.; school lunch program, 12, 13, 26, no. 6, Mar.; State educational system, 1–2, no. 8, May; State school plant planning and construction, 9, no. 8, May; young children, 30, no. 4, Jan.; 10, no. 5, Feb.
Leisure-Time Activities in the School Program (Cook), 29–31, no. 6, Mar.
Leonard, *Mrs.* Paul H.: Past and Present of School Lunches, 11–13, 26–27, no. 6, Mar.
Liberal education, report of Harvard Committee, 26, no. 2, Nov.
Libraries: Building planners, publication, American Library Association, 19, no. 5, Feb.; clinics for schools, Illinois, 26, no. 8, May; conference report, Eastern Pennsylvania Teachers Colleges, 25–26, no. 10, July; public knowledge of support, University of Denver, 19, no. 5, Feb.; recognition of degrees, 19, no. 5, Feb.; Venezuela, 27, no. 10, July.
Library, U. S. Office of Education: Annual report, 4–5, no. 6, Mar.; appointment of librarian, 7–8, no. 5, Feb.; depository for courses of study, 19, no. 2, Nov.; 14, no. 6, Mar.; 25, no. 8, May; 12, no. 9, June; source of documental and scientific materials for international understanding, 24–25, no. 5, Feb.
Library of Congress: Cooperates in restocking libraries abroad, 26, no. 10, July; establishes Fellows in Education, 26, no. 10, July; *publications*—List of books for adult blind, 25–26, no. 10, July; on the Far East, 10, no. 10, July; subject index, *Pictorial Americana*, 31, no. 7, Apr.
Library Service, 27, no. 2, Nov.; 6, no. 3, Dec.; 31, no. 4, Jan.; 19, no. 5, Feb.; 31, no. 7, Apr.; 25–26, no. 8, May; 10, 27, no. 9, June; 25–27, no. 10, July.
Library Service Division, U. S. Office of Education: Annual report, 4–5, no. 6, Mar.; collection of public library data, 27, no. 2, Nov.; 25–26, no. 8, May; 10, no. 9, June.
Library services: For business, 26, no. 8, May; Gary (Ind.) plan, 26, no. 10, July; Maryland, 29, no. 4, Jan.; Minnesota, 6, no. 3, Dec.; New Jersey, 27, no. 2, Nov.; Providence, R. I., 31, no. 4, Jan.; rural areas, 10, no. 9, June; West Virginia, 30, no. 4, Jan.
Library statistics, collection and publication, 25–26, no. 8, May.
Life, sacredness of: New values in education, 14, no. 5, Feb.
Lifelong Learning—High-School Supervised Study by Correspondence, 1945–46, publication, University of California, 20, no. 4, Jan.
Lincoln Library (Springfield, Ill.), citizens discuss ideal library, 26, no. 8, May.
Lindegren, Alina M.: The U. S. Office of Education as a Source of Materials on International Understanding, 24–26, no. 5, Feb.
Literacy, responsibility of schools, 9, no. 1, Oct.
Living war memorials, 11–12, no. 1, Oct.
Loan packets, available, U. S. Office of Education, 16–17, no. 3, Dec.; 26, no. 5, Feb.
Local schools: Financing "independent" districts in Kentucky, 29, no. 9, June; Permissive School Entrance Ages, 20–25, no. 10, July; responsibility in planning and construction of school plants, 8–10, no. 8, May.
Logsdon, Richard H.: Appointed librarian, U. S. Office of Education Library, 7–8, no. 5, Feb.
London conference of UNESCO, 2, no. 3, Dec.; 1–6, no. 5, Feb.
Louisiana: *Legislation*—Extending 11-grade school system, 28, no. 6, Mar.; requiring visiting teachers, 21, no. 8, May; *State Department of Education*—Progress report, 31, no. 10, July; publication on creative art, 30, no. 6, Mar.

Mc

McArthur, *Gen.* Douglas: Greetings to Future Farmers of America, in Washington conference, 19, no. 7, Apr.
McCarty, Harold B.: Wisconsin FM Radio Network, 15, no. 5, Feb.
Mackintosh, Helen K. *and* Jessen, Carl A., Bibliography of Science Courses of Study, 19–22, no. 2, Nov.
MacLeish, Archibald: Franklin D. Roosevelt's attitude toward American culture, 17, no. 9, June.

M

Machine shop work, films released, U. S. Office of Education, 31, no. 3, Dec.
Mailing lists established for Surplus Property Utilization, 7–9, no. 6, Mar.
Maine: State educational legislation for exceptional children, 3, no. 2, Nov.; State-wide program in recreation, 31, no. 6, Mar.
Malnutrition, militated against by school lunch program, 13, no. 6, Mar.
Manila: Report from Santo Tomas University, 24, no. 2, Nov.
Manitowoc, Wis.: School ruling on kindergarten, 24, no. 10, July.
Manuals of American Library Association: For Library building planners, 19, no. 5, Feb.; on library service to business, 26, no. 8, May.
Manufacturing groups, representation, Citizens' Federal Committee on Education, 2, no. 6, Mar.
Maps: China, 28, no. 5, Feb.; Department of State, manual for classifying and cataloging, 6, no. 3, Dec.; the Far East, 11, 12, no. 10, July.
Marshall, John E.: West Virginia Plans for Schoolhouse Construction, 25–26, no. 6, Mar.
Martens, Elise H.: State Legislation for Exceptional Children, 3–6, no. 2, Nov.; Study of a State School for the Deaf [Georgia], 21–23, no. 7, Apr.
Maryland: Educational legislation, 28, 29, no. 4, Jan.; State Department of Education, extending eleven-grade school system, 28, no. 6, Mar.; State Teachers' Association, annual conference, 14, no. 5, Feb.
Massachusetts: Proposed legislation to use school property for public recreation, 31, no. 6, Mar.; *State Department of Education*—Appoints consultant for school libraries, 31, no. 9, June; establishes regional high-school centers for veterans, 19, no. 4, Jan.
"Measured" interests, use of, 25, no. 3, Dec.
Medical care: Consultations and examinations, suggested school policies, 23, no. 6, Mar.; needs of school-age children, 11–12, no. 2, Nov.
Mental health: Promotion, report, National Committee on School Health Policies, 14, no. 4, Jan.
Mexico: Foundations for friendship, 14–16, no. 10, July; Ministry of Public Education cooperates in Spanish Language Institute, 30, no. 8, May; "new schools of action," publication, U. S. Office of Education, 26, no. 5, Feb.; summer study and field tours, 29, 30, no. 8, May; teachers of English visit the United States on fellowships, 31, no. 9, June.
Meyer, *Mrs.* Eugene: New Values in Education, 14, no. 5, Feb.
Michigan: Educational legislation, 28, no. 4, Jan.; State Library Association, Institute on Book Selection, report, 26, no. 10, July; State subsidies for salaries of visiting teachers, 21, no. 8, May.
Middlebury College, summer language schools, 29, no. 8, May.
Mid-year entrance, a factor affecting school enrollment for beginners, 24, no. 10, July.
Military training: Resolutions, Society of State Directors of Health and Physical Education, 12, no. 1, Oct.
Military Training—Some Pros and Cons (Frazier), 15–18, no. 5, Feb.
Miller, Watson: Confers with Future Farmers of America, 18, no. 7, Apr.; letter to citizens for organization of Federal Committee on Education, 1, no. 6, Mar.
Mills College (Oakland, Calif.): Workshops and Institutes of inter-American studies, 27, no. 8, May.
Milwaukee, Wis.: Child-care centers continued, 9, no. 10, July; public schools announce curriculum leaflet, 31–32, no. 10, July.
Minimum entrance ages to first grade and kindergarten, 21–23, no. 10, July.
Minnesota: Educational legislation, 28, 29, no. 4, Jan.: 23, no. 7, Apr.; State Department of Education, Library Division, 6, no. 3, Dec.; State-supervised program of recreational activities, 31, no. 6, Mar.
Minority Racial Groups, publication, Virginia State Board of Education, 12, no. 10, July.
Mississippi: Back-to-School Campaign, Governor's proclamation, 8, no. 3, Dec.; Citizens' Library Movement, 32, no. 10, July; State Library Commission, extension program, 31, no. 4, Jan.

Missouri: Course of study in language arts and recreational reading, 30–31, no. 6, Mar.: educational legislation, 27, 29, no. 4, Jan.; State grants for school plant construction, 23, no. 7, Apr.
Mobile, Ala.: Child-care centers continued, 9, no. 10, July.
Model Aircraft Project planes placed in Smithsonian Institution, 31, 32, no. 8, May.
Money management, taught by purchase of Savings Stamps and Bonds, 21, no. 9, June.
Montana State University, Inter-American Education Workshop, 28, no. 8, May.
Montclair, N. J., Free Public Library revives Shakespeare, 6, no. 3, Dec.
Montgomery County, Md., child-care services continued, 9, no. 10, July.
Music: Courses of study: Bibliography, 12–17, no. 9, June; for elementary and high schools, Virginia State Board of Education, 30, no. 6, Mar.

N

National Advisory Committee on the Education of Negroes, summary of activities, 24, no. 4, Jan.
National Archives, daily publication, the *Federal Register*, 18, no. 5, Feb.
National Association for Women in Education, research awards, 10, no. 8, May.
National Back-to-School Drive. *See* Back-to-School Campaign.
National Broadcasting Company, aided by NEA in new radio series, 11, no. 9, June.
National Commission on Safety Education (NEA), conference to establish school bus standards, 24, no. 7, Apr.
National Committee on Atomic Information, publications, 12, no. 8, May; 29, no. 10, July.
National Committee on Film Forums organized, 20, no. 8, May.
National Committee on School Health Policies, reports, 12–16, no. 4, Jan.; 19–25, no 6, Mar.; 22–27, no. 9, June.
National Conference for Cooperation in Health Education: Forms a national committee, 22, no. 9, June. *See also* National Committee on School Health Policies.
National Conference of Christians and Jews, Brotherhood Week, 26, no. 4, Jan.
National Conference on Fundamental Problems in the Education of Negroes, sponsored by U. S. Office of Education, 23, 25, no. 4, Jan.
National Conference on Vocational Education, plans, U. S. Office of Education, 7, no. 10, July.
National Congress of Parents and Teachers: Develops interest in school lunch program, 12, no. 6, Mar.; sponsors American Education Week, 14, no 1, Oct.; 2, no. 2, Nov.
National Council of Chief State School Officers: Recommendations relating to extended school services, 9–10, no. 5, Feb.; *reports*—From Buffalo meeting, 1, 3–14, no. 7, Apr.; of Study Commission, 1–10, no. 8, May; Sponsors conference to establish school bus standards, 24, no. 7, Apr.
National Council of Teachers of English, Commission on the English Curriculum meets, 12, no. 5, Feb.
National Education Association: Cooperates with NBC in new radio series, 11, no. 9, June; film, *Assignment: Tomorrow*, 4, no. 4, Jan.; principles governing school lunches, 10, no. 6, Mar.; sponsors American Education Week, 14, no. 1, Oct.; 2, no. 2, Nov.; teaching world citizenship, sponsors experiment in Colorado State Schools, 17, no. 10, July *See also* NEA.
National educational legislation, policies, National Council of Chief State School Officers, 9, no. 7, Apr.
National essay contest on world peace, Navy League of United States, 2, no. 3, Dec.
National folk festival, Cleveland, Ohio, 12, no. 8, May.
National Gallery of Art uses Fellows in Education of Library of Congress, 26, no. 10, July.
National Garden Conference recommends 20 million victory gardens, 27, no. 9, June.
National Geographic Society: *Geographic School Bulletins*, publication resumed, 24, no. 2, Nov.; *publications*—China, maps, 28, no. 5, Feb.; the Far East, 12, no. 10, July.
National Institutional Teacher Placement Association, teacher shortages, 6, no 9, June.
National Leaders Conference on Visiting Teacher Problems (Cook), 17–19, no. 1, Oct.
National League of Nursing Education, report, 31, no. 9, June.
National Opinion Research Center makes library survey, 19, no. 5, Feb.
National organizations helping physically impaired children, list, 20, no. 8, May.
National Safety Council, Nation-wide effort to protect children in postwar traffic, 20, no. 4, Jan.
National Society for Crippled Children, celebrates Silver Anniversary, 14, no. 7, Apr.
National Society for the Promotion of Trade and Industrial Education, organization, 13, no. 8, May.
National Society for the Study of Education, yearbook on preschool-age children, 10, no. 5, Feb.
National University Extension Association, directory of institutions offering correspondence courses, 31, no. 10, July.
National University of Chile, summer courses, 29, no. 8, May
National University of Mexico: Spanish Language Institute, 30, no. 8, May; Summer School for Foreign Students, 29, no. 8, May.
Nation-wide dietary survey, Bureau of Human Nutrition and Home Economics, 12, no. 6, Mar.
Naturalization: *Department of Justice*—Announces new Service for immigrants, 27, no. 9, June; bibliography on citizenship, 5, no. 10, July.
Navy Day National Essay Contest, 2, no. 3, Dec.
Navy Department: General service periodical (*All Hands*), 27, no. 2, Nov.; pamphlet on building terrain models, 9–10, no. 3, Dec.
Navy leaders favor universal military training, 17, no. 5, Feb.
Navy League of United States, sponsors essay contest for high-school students on peace, 2, no. 3, Dec.
NEA: Educational tours in Mexico, 29–30, no. 8, May; handbook available, 10, no. 3, Dec. *See also* National Education Association.
Nebraska: Educational legislation, 28, no. 4, Jan.
Negro Farm Families Can Feed Themselves, publication, U. S. Office of Education, 22, no. 4, Jan.
Negro History Week, 23, no. 4, Jan.
Negroes: Projects and activities, 21–26, no. 4, Jan.; representation, Citizens' Federal Committee on Education, 2, no. 6, Mar.
Neighbor Nations—Foundations for friendship, 14–17, no. 10, July.
Netherlands: Education and service conditions of teachers, publication, U. S. Office of Education, 25, no. 5, Feb.
Netherlands East Indies: Educational system, 9–11, no. 4, Jan.
New Bedford, Mass.: High-school students of Portuguese communicate with students in Brazil, 23, no. 1, Oct.
New Books and Pamphlets, 25, no. 2, Nov.; 10, 14, no. 3, Dec.; 13, no. 5, Feb.; 24, no. 8, May; 28–30, no. 10, July.
New Education for a New Japan (Benjamin), 1, 3–4, no. 9, June.
New Haven, Conn.: Child-care service continued, 9, no. 10, July.
New Jersey: Educational legislation, 27–28, no. 4, Jan.: State Department of Education, Division of Libraries established, 27, no. 2, Nov.
New Jersey State Teachers College (Upper Montclair): Directory of teaching aids for teachers, 25, no. 7, Apr.; workshop on China, 28, no. 8, May.
New libraries in Venezuela, buildings and equipment authorized by Government, 27, no. 10, July.
New Mexico Highlands University, speech workshop for Spanish-speaking teachers, 28, no. 8, May.
New positions and appointments in U. S. Office of Education, 7–9, no. 5, Feb. 6, no. 6, Mar.; 1–2, 19, no. 10, July.
New Republic: Memorial supplement for Franklin D. Roosevelt, 17, no. 9, June.
New USOE Films Released, 30–31, no. 3, Dec.
New Values in Education (Meyer), 14, no. 5, Feb.
New York City: Public Library, readers' adviser's service for veterans and war workers, established, 26, no. 8, May; Public Schools: annual report, *All the Children*, 31, no. 2, Nov.; booklet, summarizing Pan American club activities, 20–21, no. 1, Oct.; school social worker, a résumé of information, 29–30, no. 5, Feb.
New York State: Education Department, phonograph records provided rural elementary schools, 25, no. 7, Apr.; educational legislation, 29, no. 4, Jan.; 8–9, no. 10, July; 20, no. 10, July; State aid for school plant construction, central school districts, 23–24, no. 7, Apr.; 9, no. 8, May; Youth Commission, administers child-care projects, 8–9, no. 10, July.
New York University, Workshop on Intercultural and International Relations, 28, no. 8, May.
News of Public Opinion Surveys, University of Denver, 19, no. 5, Feb.
Night schools, Washington, D. C., 7–8, no. 3, Dec.
Noncommercial organizations, teaching aids available, 28–31, no. 7, Apr.
Normal schools, Colombia, 20, no. 7, Apr.
North Carolina: Legislation affecting State aid for school plant construction, 24, no. 7, Apr.; State Board of Education: data on small schools, 20, no. 9, June; 11-grade school systems extended, 28, no. 6, Mar.
North Dakota: Educational legislation, 29, no. 4, Jan.
North Salem, N. Y.: *When Our Town Was Young*, publication, seventh grade, social-studies classes, 2, 6, no. 2, Nov.
Norton, E. B.: Appointed director, Division of School Administration, U. S. Office of Education, 1, no. 10, July.
Norway: Institutions of higher education, publication, U. S. Office of Education, 25, no. 5, Feb.
Notices of surplus property offerings for educational institutions, provisions governing, 9, no. 6, Mar.
Now the Peace, National Film Board of Canada, 8, no. 1, Oct.
Nursery-Kindergarten Education—Australia Today (Heinig), 19–22, no. 3, Dec.
Nursery schools: Community need, 14, no. 5, Feb.; feeding children, publication, Alabama State Department of Education, 18, no. 2, Nov.; postwar planning, 9–12, no. 5, Feb.; State legislation, 29, 30, no. 4, Jan.; 9, no. 10, July; teachers, Alabama, 27–28, no. 2, Nov.
Nursery Schools—Teacher Development [Rochester (N. Y.) Public Schools] (Beach *and* Kumpf), 24, 30, no. 3, Dec.
Nursery services, on planning for needs of children, 31, no. 8, May.
Nursing: National League of Nursing Education, report, 31, no. 9, June; practical training, publication, U. S. Office of Education, 23, no. 1, Oct.
Nutrition and health: Needs of school-age children, 12, no. 2, Nov.; teaching aids, 27, no. 7, Apr.
Nutrition education: Film, 4, no. 3, Dec.; *U. S. Office of Education*—Pamphlet series, 22, no. 5, Feb.; 6, no. 6, Mar.; picture story available on loan, 8, no. 4, Jan.; *workshops:* Terre Haute, Ind., 22, no. 5, Feb.; 12, no. 8, May; Washington State, 28, no. 2, Nov. *See also* School lunch programs.
Nutrition Education in the Schools (Gaumnitz), 22–23, no. 5, Feb.

O

Objectives for education of the deaf, Georgia State School for the Deaf, 23, no. 7, Apr.
Occidental education, Netherlands East Indies, 9–10, no. 4, Jan.
Occupational information and guidance: Development, 15, no. 8, May; service for veterans and war workers, New York Public Library, 26, no. 8, May; sought by veterans, Denver, 27–28, no. 6, Mar.; studies, Philippine schools, 18, no. 10, July.
Occupational Information and Guidance Service, U. S. Office of Education, annual report, 4, no. 6, Mar.
Ohio: Legislation for exceptional children, 4–5, no. 2, Nov.; State aid for school plant construction, 24, no. 7, Apr.; 9, no. 8, May.
Ohio State University: Provides instructional aids, 25, no. 7, Apr.; secondary education for veterans, 21, no. 9, June.
Oklahoma: Legislation for exceptional children, 4, no. 2, Nov.; State aid for school plant construction, 24, no. 7, Apr.
Omaha, Nebr., Technical High School: Pan American Club, 22, no. 1, Oct.
On-the-job training for veterans: National Council of Chief State School Officers, report, 4, no. 7, Apr.; resolutions, Federal Advisory Board for Vocational Education, 5, no. 10, July.
Orata, Pedro T.: Submits material on guidance in the Philippines, 18, no. 10, July.
Oregon: Back-to-School Campaign, 8, no. 3, Dec.; educational legislation, 28, 29, no. 4, Jan.
Oriental education, Netherlands East Indies, 9–10, no. 4, Jan.
Orthopedic units, building facilities for handicapped children, 17–18, no. 8, May.
Our Lady of the Lake College (San Antonio, Tex.), inter-American education program, 29, no. 8, May.

P

Peacetime savings program requested by educators, 6, no. 5, Feb.
Pencil Points, articles contained on school plants, 19, no. 10, July.
Pennsylvania: Educational legislation, 28, no. 4, Jan.; program of recreation, State Department of Public Education, 31, no. 6, Mar.
Pennsylvania State College, summer work conference on intercultural relations, 28, no. 8, May.
People of the world must work together, 2, no. 5, Feb.
Per pupil expenditures in city schools, 22–23, no. 3, Dec.; 30–31, no. 5, Feb.; 18–19, no. 9, June.
"Perfect attendance," wrong emphasis, National Committee on School Health Policies, 20–22, no. 6, Mar.
Performance tests, in-service training, Federal Prison System, 30–31, no. 2, Nov.
Perkins, Lawrence B.: Functional school buildings, 22, no. 2, Nov.
Permissive School Entrance Ages in Local School Systems (Wright), 20–25, no. 10, July.
Peterborough, N. H., School of Advanced International Studies, 28, no. 8, May.
Ph. D. programs, publication, American Council on Education, 24, no. 8, May.
Philadelphia (Pa.), Board of Public Education: Bulletin on adult evening schools, 28, no. 6, Mar.; child-care program continued, 9, no. 10, July.
Philanthropic foundations, contribution to Negro education, 25, no. 4, Jan.
Philippine Schools—Guidance, 18–19, no. 10, July.
Phonograph records, teaching aids in rural schools, New York State Education Department, 25, no. 7, Apr.
Physical education: Health aspects, 22, 26, no. 9, June; health needs of school-age children, 7–14, no. 2, Nov.; recent theses, 29–30, no. 10, July; resolutions, Society of State Directors of Health and Physical Education, 11–13, no. 1, Oct.
Physical Education and Health Activities Division, U. S. Office of Education, annual report, 4, no. 6, Mar.
Physical Education for the Elementary Schools, publication, Illinois State Department of Education, 30, no. 6, Mar
Physical fitness and health: Needs of school-age children, 7–14, no. 2, Nov.; program, Oregon, State legislation concerning, 29, no. 4, Jan. *See also* Health.
Physical Fitness Dental Program Committee (American Dental Association): Dental Program widened, 17, no. 2, Nov.
Physical plant, operation and maintenance, per pupil cost in city schools, 22–23, no. 3, Dec.; 30–31, no. 5, Feb.; 19, no. 9, June.
Physically handicapped children, hospital-school, State legislation, Illinois, 29, no. 4, Jan.
Physically impaired children, public-school systems—building facilities, 17–20, no. 8, May.
Pictorial Americana, subject index, publication, Library of Congress, 31, no. 7, Apr.

Pictures: Selected material for teachers, East and West Association—China, 29, no. 5, Feb.; family life in China, India, Russia, 13, no. 10, July.
Placement of students following guidance, Philippine schools, 19, no. 10, July.
Planning, educational: For young children, 9–12, no. 5, Feb.; National Council of Chief State School Officers, 12, no. 7, Apr.
Plans for schoolhouse construction, West Virginia, 25–26, no. 6, Mar.
Plastics, training films, U. S. Office of Education, 30, no. 3, Dec.; 17, no. 7, Apr.
Play centers for child-care projects, Washington (State), legislation, 9, no. 10, July.
Poe, Clarence: Elected chairman, Federal Advisory Board for Vocational Education, 12, no. 8, May.
Pogar Elmore E.: High-School Acceleration for Veterans, Benjamin Franklin High School, Philadelphia, Pa., 6, no. 2, Nov.
Pointers for Public Library Building Planners, publication, American Library Association, 19, no. 5, Feb.
Poland: Institutions of higher education, publication, U. S. Office of Education, 25, no. 5, Feb.
Policies, National Council of Chief State School Officers, 8–14, no. 7, Apr.
Portable Kitchen for Rural Schools, publication, North Dakota State College, 30, no. 5, Feb.
Porter, Paul A.: Radio Progress to Date—Only a Beginning, 5, 10, no. 3, Dec.
Portuguese, teaching, publication, National Education Association, 10, no. 3, Dec.
Portuguese Educational Society (New Bedford, Mass.), awards scholarships for study in Brazil and Portugal, 23, no. 1, Oct.
Post-secondary education improved, resolutions concerning, National Council of Chief State School Officers, 3, no. 7, Apr.
Palmer, Lula: Extended School Services—Conferences for Alabama, 27–28, no. 2, Nov.
Pan American Club activities, 20–23, no. 1, Oct.
Pan American Conference, Second: Established exchange of citizens of learned professions for Western Hemisphere, 11, no. 3, Dec.
Pan American Day: Address, President Truman, 2, no. 9, June; U. S. Congress recognizes, 20, 23, no. 1, Oct.
Pan American Union, copyright conference, 12, no. 5, Feb.
Paraguay: Normal School's Pan American Club sends scrapbook to Central High School (Tulsa, Okla.), 22–23, no. 1, Oct.; teachers of English visit the United States on fellowships, 31, no. 9, June.
Parents: State and community planning of programs, 31, no. 8, May; responsibility for children's health, 13, no. 4, Jan.; school health needs interpreted, 19–20, 22, 23–24, no. 6, Mar.
Parker School District (Greensville, S. C.), publications on teaching aids for teachers, 26, no. 7, Apr.
Pascagoula, Miss.: Child-care centers continued, 9, no. 10, July.
Past and Present of School Lunches (Leonard), 11–13, 26–27, no. 6, Mar.
Patriotism, education for, school's responsibility, 10, no. 1, Oct.
Peace: Bonds to build, 6, no. 5, Feb.; defense of, pamphlet, Department of State, 31, no. 9, June; film, 8, no. 1, Oct.; maintenance, 16, no. 5, Feb.; 2, no. 9, June; national essay contest, Navy League of the United States, 2, no. 3, Dec.; students plan for, Congress of Britain's National Union of Students, 15–16, no. 3, Dec.
Peace—Teaching not enough, 17–18, no. 10, July; UNESCO—design for waging, 1–6, no. 5, Feb.; world organization, 3–4, no. 1, Oct.
Postwar conference, Association for Supervision and Curriculum Development (NEA), report, 7–8, no. 9, June.
Postwar economy, education's contribution, 1–4, no. 4, Jan.
Postwar education: Library program, Texas State Library, 27, no. 9, June; Negroes, conference, 23, no 4, Jan.; publication, Public Affairs Committee, 28, no. 10, July.
Postwar planning, educational: Cleveland Public Schools, 18, 29, no. 3, Dec.; schoolhouse construction, West Virginia, 25–26, no. 6, Mar.: U. S. Office of Education, annual report—Higher Education Division, 3, no. 6, Mar.; vocational education, 3, no. 6, Mar.
Postwar Planning for Young Children—Questions and Answers, 9–12, no. 5, Feb.
Postwar problems, publications, World Peace Foundation, 25, no. 2, Nov.
Postwar Traffic Is Child Menace (Dearborn), 20, no. 4, Jan.
Postwar world, challenge to radio, 5, no. 3, Dec.
Practical nurse training, publication, U. S. Office of Education, 23, no. 1, Oct.
Preparing Teachers and Leaders for Education of Veterans (Bradford), 23–24, no. 2, Nov.
Preparing Youth for Citizenship—Back-to-School Drive, 10–11, no. 1, Oct.
Preschool-age children, public education's responsibility, 9–12, no. 5, Feb.
Preschool education, State Teachers Training College (Tasmania, Australia), scholarships, 20, no. 3, Dec.
Preservice training: Specialized health personnel, 24, no. 9, June; teachers, 6, no. 8, May.
Presidential proclamation published in *Federal Register*, 18, no. 5, Feb.
President's Highway Safety Conference, 16 no. 8 May.
Prevention and control of communicable diseases, National Committee on School Health Policies, 20, 21, no. 6, Mar.
Preventive health program for school-age children, 8–11, no. 2, Nov.
Primary school: Art courses, 14–15, no. 6, Mar.; Louisiana State Department of Education, guide for teaching creative arts, 30, no. 6, Mar.; program, Colombia, 20, no. 7, Apr.
Principals, elementary school, clerical help, 9, no. 9, June.
Principles Governing School Lunches, report, joint committee from National Education Association *and* American Medical Association, 10, no. 6, Mar.
Prisons. *See* Federal Prison System.
Professional groups, representation, Citizens' Federal Committee on Education, 2, no. 6, Mar.
Professional organizations, teaching aids available, 28–31, no. 7, Apr.
Professional periodicals, national and international, U. S. Office of Education Library, 25, no. 5, Feb.
Proffitt, Maris M.: Assigned acting assistant director, Division of Secondary Education, U. S. Office of Education, 7, no. 5, Feb.; Secondary School Life Adjustment Training for 60 Percent of Our Youth, 6–7, no. 10, July.
Prosser, Charles A.: Resolution concerning vocational education for 60 percent of our youth, 6–7, no. 10, July.
Providence, R. I.: Department of Public Schools, World Affairs Week program, 21, no. 9, June; professional library for public schools, 31, no. 4, Jan.
Psychological examinations helpful, report, National Committee on School Health Policies, 23, no. 6, Mar.
Psychological warfare exhibit, San Francisco Library Commission, 6. no. 3, Dec.
PTA, aid to dental programs, 15, 16, no. 2, Nov.
Public Affairs Committee, Inc., publication on postwar education, 28, no. 10, July.
Public documents, course, University of Wisconsin, 22, no. 5, Feb.
Public health services: American Public Health Association, annual meeting, 15, no. 7, Apr.; Australia, nursery-kindergarten education, 19–22, no. 3, Dec.; control of communicable diseases, health officer's responsibility, 21, no. 6, Mar.; publications, 25, no. 2, Nov.
Public libraries: Cooperation with school libraries, 26, no. 8, May; integral part of the education system, Buffalo Public Library, 10, no. 9, June; knowledge of financing, University of Denver, survey, 19, no. 5, Feb.; service for rural areas (Douglas), 10, no. 9, June; survey in process, Library Service Division, U. S. Office of Education 27, no. 2, Nov.; 25–26, no. 8, May; 10, no. 9, June.
Public recreation, State legislation, 29, 30, no. 4. Jan.
Public-School Attendance Changes, 1940–44 (Cornell), 20–22, no. 5, Feb.
Public-school finance, Kentucky, 28–31, no. 9, June.
Public-School Library Statistics, 1941–42, publication, Library Service Division, U. S. Office of Education, 27, no. 2, Nov.
Public-school libraries, statistics, annual report, Library Service Division, U. S. Office of Education, 4–5, no. 6, Mar.
Public-School Systems—Building Facilities for Physically Impaired Children (Keefe), 17–20, no. 8, May.
Public-service occupations, training, 15, no. 8, May.
Public support: Health problems, American Dental Association, 10, no. 8, May; libraries, knowledge of finances, University of Denver, survey, 19, no. 5, Feb.
Pullen, Thomas G.: President's report, National Council of Chief State School Officers, 4–8, no. 7, Apr.
Purple Heart High School (Taylor), 27, no 10. July.

Q

Qualifications of school health personnel, report, Committee on School Health Policies, 24, 26–27, no. 9, June.

R

Race Relations Institute, Fisk University, 9, no. 10, July.
Radio: Copyrights, inter-American conference, 12, no. 5, Feb.; series for schools, 11, no. 9, June; uses, annual report, U. S. Office of Education, 5, no. 6, Mar.
Radio broadcasts: Introducing books to children, Battle Creek (Mich.) Public Library, 26, no. 10, July; promoting advancement of Negro education, 24, no. 4, Jan.
Radio Progress to Date—Only a Beginning (Porter), 5–10, no. 3, Dec.
Radio Unit, U. S Office of Education: Annual report, 5, no. 6, Mar.; chief assigned, 7, no. 5, Feb.
Rankin, Marie: Fashions in fiction, 31, no. 4, Jan.
Rayburn, Sam: That Civilization May Survive, 9–10, no. 1, Oct.
Readers' adviser's service, for veterans and war workers, New York Public Library, 26, no. 8, May.
Reading: Connecticut State Department of Education, program, 31, no. 7, Apr.; interests of veterans, American Library Association, 27, no. 10, July; publication, Claremont College, 24, no. 8, May; recent theses, 25–26, no. 2, Nov.
Reading, Pa., High-School Pan American Club, activities, 22, no. 1, Oct.
Reavis, William C.: Functional school buildings, recommedations, University of Chicago conference, 22, no. 2, Nov.
Recent appointments. *See* Appointments and assignments.
Recent theses, 25–26, no. 2, Nov.; 13–14, no. 5, Feb.; 24–25, no. 8, May; 29–30, no. 10, July.
Recordings, selected material for teachers: U. S. Office of Education—ou China, 28, no. 5, Feb.; on the Far East, 13, no. 10, July.
Recreation: Health needs for school-age children, 12–13, no. 2, Nov.; programs expanded, extended school services, 8, no. 19, July; recommendations, Society of State Directors of Health and Physical Education, 12, no 1, Oct.; supervision, 31, no. 6, Mar.; teaching aids, 27, no. 7, Apr.
Recreation and Leisure-Time Activities in the School Program (Cook), 29–31, no. 6, Mar.
Regional conferences announced: American Association of School Administrators (NEA), 9, no. 6, Mar.; on vocational education, planned by U. S. Office of Education, 7, no. 10, July.
Regional library plan, proposed for Kentucky, Library Extension Division [Department of Archives and History], 19, no. 5, Feb.
Regional notices for surplus property offerings, 8, no. 6, Mar.
Regular school program, adaptation, National Committee on School Health Policies, 23, no. 9, June.
Rehabilitation: Vocational funds, Kentucky, 30, no. 9, June; war-ravaged areas, books needed, 26, no. 10, July.
Relief projects, war food canning, Future Farmers of America, 13, no. 1, Oct.
Religious groups, representatiou, Citizens' Federal Committee on Education, 2, no. 6, Mar.
Removal of Wartime Objection to Study Abroad: Department of State, 11, no. 4, Jan.
Reno, Nev.: Rules and regulations governing school age of beginners, 25, no. 10, July.
Reports of Study Commission on State Educational Problems, 1–10, no. 8, May.
Repriuts from U. S. Office of Education periodicals permissible, 30, no. 3, Dec.
Research: Awards, National Association for Women in Education, 10, no. 8, May; center established, Australian Commonwealth Department of Health, 19, no. 3, Dec.; Negro education, 21–22, no. 4, Jan.
Research and Statistical Service, Division of Central Services, U. S. Office of Education: Annual report, 4, no. 6, Mar.; chief assigned, 7, no. 5. Feb.; established, 1, 3–4, no. 3, Dec.
Resolutions adopted, National Council of Chief State School Officers, 1, 3–4, no. 7, Apr.
Restocking libraries abroad, American Book Center of War Devastated Areas, Inc., 26, no. 10, July.
Résumé of 1945 State Legislative Action Affectiug Education (Keesecker), 27–30, no. 4, Jan.
Rheumatic fever, symptoms and diagnosis, 24–25, no. 6, Mar.
Rhode Island: State provisions for aid for school plant construction, 24, no. 7, Apr.
Rhodes Scholarship, establishment and accomplishment, 11, no. 3, Dec.
Rice, Emmett A.; *Which Way America*, leaflet, Indianapolis Public Schools, 2, no. 3, Dec.
Richert, G. Henry: Training of veterans, war workers, and others. for small business, 6–8, no. 4, Jan.
Rochester (N. Y.) Public Schools: In-service training, nursery school teachers, 24, 30, no. 3, Dec.
Roosevelt, Franklin Delano: "He cherished American culture," 17, no. 9, June.
Rosenberger, Homer T.: In-Service Training for the Federal Prison System, 29–31, no. 2, Nov.
Rowan County, N. C., schools: Cooperate in library conference, elementary schools, 10, no. 9, June.
Rural and agricultural problems, report: Future Farmers of America, 18, no 7, Apr.
Rural children, changing their food habits, 22, no. 5, Feb.
Rural communities: Library service, equalizes educational advantages, 10, no. 9, June; need of vocational education, 11, no. 8, May.
Rural education for Negroes, study of Jeanes supervising teachers, 21–22, no. 4, Jan.
Rural schools: Consolidation in North Carolina, survey, 20, no. 9, June; lunch program, history, 11, no. 6, Mar.; phonograph records, New York State Education Department, 25, no. 7, Apr.; publications, 24, no. 8, May; State aid—*for consolidated districts*, Missouri, 24, no. 7, Apr.; *for school plant construction*, Vermont, 24, no. 7, Apr.; State traveling art exhibit, University of Nebraska, 7, no. 9, June.
Russia: Family life in pictures available, East and West Association, 13, no. 10, July.

S

Safety education: National Committee on School Health Policies: bibliography, 26, no. 9, June; recommendations, 14, 15, no. 4, Jan.; Nationwide effort to protect children in postwar traffic, 20, no. 4, Jan.; publications: highway travel, Department of Elementary School Principals (NEA), 28, no. 10, July; survey, American Automobile Association, 13, no. 5, Feb.; teaching aids, 27, no. 7, Apr.
Safety on Highways Conference, called by the President, 16, no. 8, May.
St. Louis (Mo.) schools, visited by Association of State Directors of Elementary Education, 8–9, no. 9, June.
St. Paul, Minn.: YMCA sponsors a Latin-American workshop, 22, no. 1, Oct.
St. Xavier's Academy (Providence, R I.), publication, Pan American Student League, 22, no. 1. Oct.
Salaries for teachers, 6, no. 9, June.
Sales training facilities, schools and colleges equipped, 3, no. 4, Jan.

Salisbury (N. C.) schools, cooperate in library conference for elementary schools, 10, no. 9, June.
Sam Houston Mexican Field School (Puebla, Mexico), 29, no. 8, May.
Sam Houston State Teachers College (Huntsville, Tex.), workshop on inter-American relations, 28–29, no. 8, May.
San Francisco Library Commission, psychological warfare exhibit, 6, no. 3, Dec.
Sanitary Requirements for School Lunches, publication, National Education Association *and* American Medical Association, 10, no. 6, Mar.
Sanitation, standards, National Committee on School Health Policies, 14, no. 4, Jan.
Santa Barbara (Calif.) City Schools, units of work on China, 12, no. 10, July.
Santiago, Anaelcto: Guidance in the Philippine Schools, 18–19, no. 10, July.
Santo Tomas University [Manila]—Report (Butler), 24, no. 2, Nov.
Saratoga Springs, N. Y.: Child-care service continued, 9, no. 10, July.
Savings Stamps and Bonds: Treasury Department: announces Charters to be awarded, 21, no. 9, June; commends past record of purchase, 4, no. 9, June; continues sale in schools, 6, no. 5, Feb. *See also* School savings.
Scandinavia: Education and service conditions of teachers, publication, U. S. Office of Education, 25, no. 5, Feb.
Scheuectady, N. Y.: Child-care centers continued, 9, no. 10, July.
Scholarships: For study in Portugal and Brazil, Portuguese Educational Society (New Bedford, Mass.), 23, no. 1, Oct.; funds established, Pan American clubs, 20, no. 1, Oct.
School administration: Recent theses, 24–25, no. 8, May; regional confereuces, (NEA), 9, no. 6, Mar.
School Administration Division, U. S. Office of Education: Assignments, 7, no. 5, Feb.; director appointed, 1, no. 10, July.
School-age children: Centers, 31, no. 8, May; health needs, 7–14, no. 2, Nov.
School attendance: Policy, National Council of Chief State School Officers, 14, no. 7, Apr.; wartime changes by States, 22, no. 5, Feb.
School buildings, opinions and resolutions, National Council of Chief State School Officers, 3, 4, 11, no. 7, Apr. *See also* School plants; Schoolhouses.
School bus standards, report of conference, 24, no. 7, Apr. *See also* School transportation.
School camps, resolutions relating to service, Society of State Directors of Health and Physical Education, 13, no. 1, Oct.
School-community improvement, program with Spanish-speaking pupils, 16–17, no. 10, July.
School entrance ages in local school systems, 16–17, no. 10, July.
School equipment for elementary grades, recommendation, Association of State Directors of Elementary Education, 9, no. 9, June.
School health policies. *See* Suggested School Health Policies.
School health programs, health needs of school-age children, 7–14, no. 2, Nov.
School-home-community program, New York City Public Schools, annual report, 31, no. 2, Nov.
School Housing Section, Division of School Administration, U. S. Office of Education, assignment of chief, 7, no. 5, Feb.
Schoolhouses: Construction, West Virginia, 25–26, no. 6, Mar.; planning, Southern States workshop, 16, no. 1, Oct.
School legislation. *See* Legislation, educational.
School libraries: Clinics established, Illinois, 26, no. 8, May; consultant appointed, Massachusetts Department of Education, 31, no. 9, June; cooperation with public libraries, 26, no. 8, May; funds, State legislation, 29, 30, no. 4, Jan.; functions and purposes, 25, no. 10, July; planning conference, Southern Association of Colleges and Secondary Schools, 19, no. 5, Feb.
School Life: Articles on international education, 26, no. 5, Feb.; publication resumed, 1–2, no. 1, Oct.
School life adjustment, secondary school, 6–7, no. 10, July.
School lunch programs: Experience stories of success, 23, 30, no. 5, Feb.; legislation, 13, no. 1, Oct.; policies and resolutions, National Council of Chief State School Officers, 3, 14, no. 7, Apr.; State action, 28, 29, no. 4, Jan.; State and community planning, 31, no. 8, May. *See also* Nutrition education.
School lunches: Made educational, publication, U. S. Office of Education, 22, no. 5, Feb.; principles governing, 10, no. 6, Mar.; suggested school health policies, 15, no. 4, Jan.
School Lunches—Past and Present (Leonard), 11–13, 26–27, no. 6, Mar.
School nursing service, report, National Committee on School Health Policies, 25, no. 9, June.
School personnel, health, 14–15, no. 4, Jan.
School plant construction, State aid, 23–24, no. 7, Apr.
School plants: Articles in architectural magazines, 19, no. 10, July; construction under Smith-Hughes Act, 15, no. 8, May; cost per pupil in city schools, 23, no. 3, Dec.; 31, no. 5, Feb.; 19, no. 9, June; elementary grades, 9, no. 9, June; Federal appropriations for plans and specifications, 13, no. 1, Oct.; functional buildings emphasized, University of Chicago conference, 22, no. 2, Nov.; Georgia State School for the Deaf, 22–23, no. 7, Apr.; health needs of school-age children, 8–9, no. 2, Nov.; legislation, Georgia, State receipts of Federal funds, 28, no. 4, Jan.; planning and construction, 8–10, no. 8, May; physically impaired children, 17–20, no. 8, May; standards for safety and sanitation, National Committee on School Health Policies, 14, no. 4, Jan. *See also* School buildings; schoolhouses.
School program—Recreation and leisure-time activities, 29–31, no. 6, Mar.
School programs: Adjustment to children's needs, 7, no. 9, June; elementary grades, uniform terminology needed, 9, no. 9, June.
School savings: Objectives of continuing program, 2, no. 1, Oct.; resolutions, National Council of Chief State School Officers, 3, no. 7, Apr. *See also* Savings Stamps and Bonds.
School social worker, 17–19, no. 1, Oct.; report, Council of Social Workers, New York City Schools, 29–30, no. 5, Feb.
School transportation, resolutions, National Council of Chief State School Officers, 1, 5, no. 7, Apr. *See also* School bus standards.
School-work program, restrictions, "Back-to-School Drive," 10–11, no. 1, Oct.
Schools: Their responsibilities, 9–10, no 1, Oct.
"Schools Are Yours," radio series, 11, no. 9, June.
Schools of the armed forces, workshop survey, University of Michigan, 4, no. 9, June.
Schools of nursing, enrollment, 31, no. 9, June.
Science: Elementary schools, 3–5, no. 10, July; natural and physical, teaching aids, 27, no. 7, Apr.; specialists appointed, U. S. Office of Education, 2, no. 10, July; 6, no. 6, Mar.
Science course of study: Bibliography, 19–22, no. 2, Nov.; reference, 14, no. 6, Mar.
Scientific planning for peace, 15–16, no. 3, Dec.
Screening tests, health, 22, no. 6, Mar.
Secondary education: 19–20, no. 4, Jan.; 27–28, no. 6, Mar.; 20, no. 9, June; 6–8, no. 10, July; extended and improved, resolutions, National Council of Chief State School Officers, 3, no. 7, Apr.; for Negroes, national survey, 21, no. 4, Jan.; for veterans, report of project, University School of Ohio State University, 21, no. 9, June; introduction of leisure-time arts and crafts, 29, no. 6, Mar.
Secondary Education Division, U. S. Office of Education: Appointments and assignments, 7–8, no. 5, Feb; 6, no. 6, Mar.; 1–2, no. 10, July; contribution to international understanding, 24, no. 5, Feb.
Secondary School Life Adjustment Training for 60 Percent of Our Youth (Proffitt), 6-7, no. 10, July.
Secondary schools: Accredited in the United States, 1944, publication, U. S. Office of Education, 29, no. 3, Dec.; courses of study, U. S. Office of Education—*art*, 18–19, no. 6, Mar.; *music*, 16–17, no. 9, June; *science*, 19–22, no. 2, Nov.; for veterans, survey report, U. S. Office of Education, 7–8, no. 10, July; health instruction, 16, no. 4, Jan.; home economics program, Colombia, 20, no. 7, Apr.; Japan, 3, no. 9, June. *See also* High schools.
Segel, David: Veterans' Plan for Education—Report of a Denver Survey, 27–28, no. 6, Mar.
Selected References for Teachers (Arndt): China, 27–29, no. 5, Feb.; Far East, 10–14, no. 10, July.
Selective service for national defense, pros and cons, 16, 17, no. 5, Feb.
Senior high schools: Courses of study—art, 18, no. 6, Mar.; music, 16, no. 9, June.
Services for health protection and improvement, bibliography, 26, no. 9, June.
Services to Negroes—A Decade and a Half of Projects and Activities (Caliver), 21–26, no. 4, Jan.
Shakespeare, public interest, 6, no. 3, Dec.
Sharing food, 2, no. 9, June.
"Sight-saving" classes, 23–24, no. 9, June.
60 percent of our youth trained for vocational education, 6–7, no. 10, July.
Skilled occupations, 20 percent of our youth trained, 6, no. 10, July.
Slides: Available on other American Republics, U. S. Office of Education, 16, no. 3, Dec.; 31, no. 4, Jan.
"Slow learners," report, National Committee on School Health Policies, 24, no. 9, June.
Small School Problem Again—A State Report (Gaumnitz), 20, no. 9, June.
Smallpox, immunization, 21, no. 6, Mar.
Smith, Anna Tolman: Laid foundation for establishing Division of Comparative Education, U. S. Office of Education, 24, no. 5, Feb.
Smith, G. Kerry: Appointed chief, Information and Publications Section, U. S. Office of Education, 2, no. 10, July.
Smith, Mark A.: Vocational education needed in rural communities, 11, no. 8, May.
Smith-Hughes Act, accomplishments under, 13–15, no. 8, May.
Smithsonian Institution, accepts model planes from U. S. Office of Education, 31, 32, no. 8, May
Social adjustment of the handicapped child, 23, no. 9, June.
Social Hygiene Consultation Service continues, 16, no. 1, Oct.
Socially maladjusted, recent theses, 29, no. 10, July.
Social studies: Class makes diet survey, Wisconsin State Teachers College (Eau Claire), 9, no. 6, Mar.; materials, 27, no. 7, Apr.; provide hope of understanding, 26, no. 2, Nov.; seventh-grade classes (North Salem, N. Y.) describe their town, publication, 2, 6, no. 2, Nov.; teaching aids for teachers, publication, Cincinnati Public Schools, 26, no. 7, Apr.
Social welfare agencies, services in planning needs of children, 31, no. 8, May.
Social worker: Qualifications and functions, 29–30, no. 5, Feb.; schools of Colombia, 20, no. 7, Apr. *See also* School social worker; Visiting teachers.
Society of State Directors of Health and Physical Education: Health and physical education resolutions, 11–13, no. 1, Oct.
Sockman, Ralph W.: Intergroup education dispels prejudice, 20–21, no. 9, June.
Some Principles for Consideration in State and Community Planning for the Needs of Children, 30–31, no. 8, May.
South Carolina: Pan American club activities, 20, no. 1, Oct.
South Dakota: Educational legislation, 29, no. 4, Jan.; 24, no. 7, Apr.; observes "Teacher Appreciation Week," 8, no. 4, Jan.
South Shore High School (Chicago, Ill.), Pan American League, 21, no. 1, Oct.
Southern Association of Colleges and Secondary Schools, sponsors library planning conference, 19, no. 5, Feb.
Southern Region Home Economics Education, reports on home economics in Colombia, 19–20, no. 7, Apr.
Southern States Program, publication on regional and State educational cooperation, 13, no. 5, Feb.
Southern States Work-Conference: Publications: handbook on Negro education, 24, no. 4, Jan.; planning in vocational education, 29, no. 10, July.
Soviet Union: Publications, National Council of American-Soviet Friendship, Inc., 10, 11, no. 10, July.
SPA Regulation 14, disposal of surplus property to educational institutions, 17–19, no. 4, Jan.
Spanish teaching: Elementary schools, 27, no. 8, May.
Spanish Language Institute, 30, no. 8, May.
Spanish-speaking children, handicapped as to advantages, 14–16, no. 10, July.
Spanton, W. T.: Farm Youth and Tomorrow's Agriculture, 15–16, no. 1, Oct.; Training of Veterans and War-Workers as Farmers, 16–17, no. 7, Apr.
Special classes, report, National Committee on School Health Policies, 23–24, no. 9, June.
Special Libraries Association: *Publications*, 6, no. 3, Dec.
Special schools: Building facilities for physically impaired children, 17–20, no. 8, May.
Specialists appointed, Instructional Problems Section, Division of Secondary Education, U. S. Office of Education, 6, no. 6, Mar.
Speech-handicapped children, special equipment, 19, no. 8, May.
Springfield, Ill.: Citizens discuss ideal library, 26, no. 8, May.
Springfield Plan, new book, 24,, no. 8, May.
"Stamp Day," made a weekly institution for savings, 6, no. 5, Feb.
Stanford University, Field School, Guadalajara, Mexico, 29, no. 8, May.
Stark, Grace, *and* Davis, Mary Debney: Teaching Aids for Teachers, 25–31, no. 7, Apr.
State agricultural colleges, extension service loans for teaching aids, 25, no. 7, Apr.
State aid: Day care for children of working mothers, 11, no. 5, Feb.; legislation, 29, no. 4, Jan.
State Aid for School Plant Construction (Hamon), 23–24, no. 7, Apr.
State and Community Planning for the Needs of Children—Some Principles, 30–31, no. 8, May.
State and Federal relationships and services, 9–10, no. 7, Apr.
State boards of education, legislation affecting composition, 27, no. 4, Jan.
State chief school officers, legislation affecting, 27, no. 4, Jan.
State colleges sponsor workshops on school lunches, 13, no. 6, Mar.
State departments of education: Establishment, 3–4, no. 8, May; obligation and opportunity in school and community recreation, 30, no. 6, Mar.
State Directors of Health and Physical Education. *See* Society of State Directors of Health and Physical Education.
State educational agencies for surplus properties: Directory, 11, no. 8, May; State legislatures to establish and maintain, 8, no. 6, Mar.
State educational organizations, 11, no. 7, Apr.
State Educational Problems—Report of Study Commission, National Council of Chief State School Officers, 11, no. 7, Apr.
State Government funds for public schools in Kentucky, 30, no. 9, June.
State legislation: Affecting foreign teachers in the United States, 11–13, no. 3, Dec.; child-care service, 31, no. 8, May; policy, National Council of Chief State School Officers, 9, no. 7, Apr.; school lunch programs, 13, 26, no. 6, Mar.
State Legislation for Exceptional Children (Martens), 3–6, no. 2, Nov.
State Legislative Action Affecting Schools—Résumé of 1945 (Keesecker), 27–30, no. 4, Jan.
State Legislative Action for Young Children (Davis *and* Gabbard), 30, no. 4, Jan.
State museums of arts and sciences, provide teaching aids for teachers, 25, no. 7, Apr.
State of the Union message: Excerpt on Federal aid, 10, no. 6, Mar.
State problems and programs, elementary education, 8–9, no. 9, June.
State regulations, permissive school entrance ages, 24–25, no. 10, July.
State responsibility in planning and construction of school plants, 8–9, no. 8, May.

State School for the Deaf [Georgia], study, 21–23, no. 7, Apr.
State school officers: Obligation and opportunity in school and community recreation, 30, no. 6, Mar. *See also* National Council of Chief State School Officers.
State school systems, factors, 7–8, no. 7, Apr.
State standards: School busses, 24, no. 7, Apr.; schoolhouse constructiou, West Virginia, 25–26, no. 6, Mar.
State War Recreation Committee, report, 29, no. 6, Mar.
State-wide guidance in promotion of school recreation programs, 30, no. 6, Mar.
State-Wide Planning of Veteran Education—Data, publication, U. S. Office of Education, 3, no. 6, Mar.
State-wide reading program, Connecticut State Department of Edueation, 31, no. 7, Apr.
State-wide regional library plan proposed for Kentucky, 19, no. 5, Feb.
State-Wide Visiting Teacher Services [Virginia and Georgia] (Cook), 21–23, no. 8, May.
Statistical Service. *See* Research and Statistical Service, U. S. Office of Education.
Statistics: College girls enrolled in schools of nursing, 31, no. 9, Juue; expenditures per pupil in city schools, 22–23, no. 3, Dec.; 30–31, no. 5, Feb.; 18–19, no. 9, June; public library data collected and publlshed U. S. Office of Education, 27, no. 2, Nov.; 25–26, no. 8, May; 10, no. 9, June; small schools, report, North Carolina State Board of Education, 20, no. 9, June; school lunch program, 13, 26, no. 6, Mar.; teacher shortages, 5–7, no. 9, Juue.
Statistics on the Edueation of Negroes, publication, U. S. Office of Education, 22, no. 4, Jan.
Statistics of Public-School Libraries, 1941–42, publication, U. S. Office of Education, 4–5, no. 6, Mar.
Stephens College (Columbia, Mo.), presents 10-day series of Pan American programs, 23, no. 1, Oct.
Stirling, H. V.: Vocational rehabilitation and educational program for veteraus, 10, no. 8, May.
Strong Vocational Interest Blanks, use in interest measurement study, 26–29, no. 3, Dec.
Studebaker, John W.: Awarded Distinguished Service Medal by Treasury Department, 4, no. 9, June; Bonds to Build the Peace—The Future of War Savings, 6, no. 5, Feb.; Citizens' Federal Committee on Education, 1–2, no. 6, Mar.; 11, no. 9, June; confers with Future Farmers of America in Washington conferenee, 18, no. 7, Apr.; Education's Contribution to a Sound Postwar Economy, 1–4, no. 3, Dec.; makes annual report, 3–6, no. 6, Mar.; outlines functions of U. S. Office of Education, 8–9, no. 5, Feb.; sends message to Chief State School Officers respecting Victory Farm Volunteer Program, 18, no. 9, June; requests that legislatures establish and maintain State Functional Agencies for Surplus Property, 8, no. 6, Mar.; to nominate members of staff as Fellows of Library of Congress in Education, 26, no. 10, July.
Student War Loans Program, 3, no. 6, Mar.
Students: Health needs, 23–24, no. 6, Mar.; recruited from immigratiou groups, 27, no. 9, Juue.
Students' Plan for Peace, Congress of Britain's National Union of Students, 15–16, no. 3, Dec.
Study Abroad—Removal of Wartime Objection: Department of State, 11, no. 4, Jan.
Study Commission, National Council of Chief State School Officers: Policy statement, 8, 9, no. 7, Apr.; reports, 1–10, no. 8, May.
Study guides: On the Far East, 12, no. 10, July; prepared and distributed by National Ministry of Education, Colombia, 19–20, no. 7, Apr.
Study of a State School for the Deaf (Martens), 21–23, no. 7, Apr.
Subsidized care for preschool-age children, 11–12, no. 5, Feb.
Suggested School Health Policies: Reports, National Committee on School Health Policies, 12–16, no. 4, Jan.; 19–25, no. 6, Mar.; 22–27, no. 9, June.
Summer Study Programs in the Field of International Relations (Johnston), 27–30, no. 8, May.
Supervision, needed in school health programs, 25, no. 9, June.
Supervision and Curriculum Development Association, postwar conference, 7–8, no. 9, Junc.
Supervisors and Directors of Instruction (NEA), eighth ycarbook, 26, no. 7, Apr.
Supervisors' conference, Alabama Education Association, 23, no. 1, Oct.
Supplement to *Five Hundred Books for Children* (Beust *and* Clift), 24–31, 32, no. 1, Oct.
Surplus food, canning for UNRRA, 18, no. 5 Feb.
Surplus property: Directory of State educational agencies, 11, no. 8, May; disposition, 1, 4, no. 7, Apr.; State legislation governing receipt, 28, no. 4, Jan.
Surplus Property—Disposal to Educational Institutions (Symington), 17–19, no. 4, Jan.
Surplus Property Utilization Division, U S. Office of Education: Assignment of director, 7, no. 5, Feb.; established, 18, no. 4, Jan.; to determine eligibility and establish mailing lists, 7–9, no. 6, Mar.
Surveys: American Library Association, books most popular with children, 27, no. 2, Nov.; U. S. Office of Education: permissive school eutrance ages in local school systems, 20–25, uo. 10, July; public librarles, 27, no. 2, Nov.; 25–26, no. 8, May; 10, no. 9, June; secondary school programs for veterans, 7–8, no. 10, July.
Surveys and special studies, policy, National Council of Chief State School Officers, 8, 9, no. 7, Apr.
Sweden: Institutions of higher edueation, publication, U S. Office of Education, 25, no. 5, Feb.
Swords Into Ploughshares, publication, University of Michigan, 4, no. 9, June.
Symington, W. Stuart: Disposal of Surplus Property to Educational Institutions, 17–19, no. 4, Jan.
Syracuse University, Center of Hispanic Studies, 28, 29, no. 8, May

T

Talking Books for the Blind, publication, Library of Congress, 25–26, no. 10, July.
Tasmania (Australia), State Teacher-Training College, scholarships in preschool education, 21, no. 3, Dec.
Taylor, *First Lt.* Eugene J.: Purple Heart High School [AAF Regional Hospital, Santa Ana, Calif.], 27, no. 10, July.
"Teacher Appreciation Week," observed in South Dakota, 8, no. 4, Jan.
Teacher Development in Nursery School [Rochester (N. Y.) Public Schools] (Beach *and* Kumpf), 24, 30, no. 3, Dec.
Teacher education: For Negroes, survey, 21, uo. 4, Jan.; in Japan, 3, no. 9, June; inserviee training program, 23, no. 2, Nov.; opinions and resolutions, National Council of Chief State School Officers, 3–4, 13, no. 7, Apr.; professional library available, Providence (R. I.) Public Schools, 31, no. 4, Jan.; publication, Commission on Teacher Education, 28, no. 10, July; schools, Oriental education, Netherlands East Indies, 10, no. 4, Jan.; State Department leadership, 4–5, no. 8, May.
Teacher Shortages in 1946 (Frazier), 5–7, no 9, June.
Teacher training: Institutions to prepare—*for education of veterans,* 23–24, no. 2, Nov.; *for establishing health habits,* 28, no. 2, Nov.; *for teaching nutrition education,* 23, no. 5, Feb.; nursery school conferences, Alabama, 27–28, uo. 2, Nov.; preschool education, Australia, 22, no. 3, Dec.
Teachers: Certification, Society of State Directors of Health and Physical Education, 11, no. 1, Oct.; Colombia Normal Schools, to study in Puerto Rico and the United States, 20, no. 7, Apr.; education and servicc couditions, Scandanavia, the Netherlands, and Finland, U. S. Office of Education, publication, 25, no. 5, Feb.; for "home-bound" children, 17, 19–20, no. 8, May; importance in American life, film, National Education Association, 4, no. 4, Jan.; international exchange, legal aspects, 11–14, no. 3. Dec.; manual in small business training, publication, U. S. Office of Education, 8, no. 4, Jan.; of English, American Republics, visit the United States, 31, no. 9, June; of the handicapped, preservice preparation, 24, no. 9, June; of physical education, 11, no. 1, Oct.; qualifications—*in small schools,* 20, no. 9, June; *in social service,* 22, no. 8, May; recommendations, Georgia State School for the Deaf, 22, no. 7, Apr.; recruitment for elementary education, 9, no. 9, June; responsibilities—*for general observation,* 20–21, 22, 23–24, no. 6, Mar.; *for teaching nutrition education,* 23, no. 5, Feb.; service in the elementary grades, some explorations, 5, no. 10, July; teaching aids, 25–31, no. 7, Apr.
Teachers and Leaders for Education of Veterans—Preparation, 23–24, no. 2, Nov.
Teachers' Day, observed in the United States, 20, no. 1, Oct.
Teaching-learning unit, publication, National Association of Secondary School Principals (NEA), 28, no. 10, July.
Teaching Money Management: Treasury Department issues School Savings Charter, 21, no. 9, June.
Teaching Peace Is Not Enough (Wiggin), 17–18, no. 10, July.
Teaching personnel, ill-prepared for health needs of school-age children, 13, no. 2, Nov.
Teaching proccdures: Georgia State School for the Deaf, 21–22, no. 7, Apr.; inter-group education, Cincinnati Public Schools, 21, uo. 9, June.
Teehnical Course, In-Service Training, Federal Prison System, 30, no. 2, Nov.
Technical High School (Omaha, Nebr.), Pan American Club relations with an Argentine high school, 22, no. 1, Oct.
Television: Copyrights for, inter-American conference, 12, no. 5, Feb.; for homes, radio progress, 5, no. 3, Dec.
Tennessee: Educational legislation, 28, 29–30, no. 4, Jan.
Tenney, A. W.: When Future Farmers Camc to Washington, 18–19, no. 7, Apr.
Terrain model building, publication, Navy Department, 9–10, no. 3, Dec.
Terre Haute, Ind., Workshop on Nutrition Education in the Elementary School, Indiana State Teachers College, 22, no. 5, Feb.; 12, no. 8, May.
Tests: Interest measurement, 25–29, no. 3, Dec.; performance, in-service training, Federal Prison System, 30–31, no. 2, Nov.
Texas: 11-grade school system extended, 28, no. 6, Mar.; legislation for exceptional children, 3, no. 2, Nov.; State-wide conferencc on recreation, 31, no. 6, Mar.
Texas College of Mines, workshop for developing aids for non-English-speaking children, 28, no. 8, May.
Texas Libraries, periodical, 27, no. 9, June.
Texas Pan American Student Forum, 20, no. 1, Oct.
Texas State College for Women, Field School, Saltillo, Mexico, 29, no. 8, May.
Texas Technological College, Field School in Mexico, D. F., 29, no. 8, May.
Textbooks, State funds, Kentucky, 30, no. 9, June.
That Civilization May Survive (Rayburn); Address, University of Maryland, 9–10, no. 1, Oct.
Theses. *See* Recent theses.
Thrift lesson in buying bonds and stamps, 4, no. 9, June.
To Maintain a Lasting Peace (Truman), 2, no. 9, June.
Toledo, Ohio: Back-to-School Campaign, 7, no. 3, Dec.
Topeka, Kans.: School rulings on kindergartens, 24, no. 10, July.
Trade and industrial education: Denver (Colo.) survey for veterans' education, 28, no. 6, Mar.; national society for promotion organized, 13, no. 8, May; workshop for Negro teachers, 23, no. 4, Jan.
Training: Federal Advisory Board for Vocational Education—*for veterans to become farmers,* 16–17, no. 7, Apr.; *for veterans on-the-job,* 5, no. 10, July; students in line with guidance, Philippine schools, 19, no. 10, July.
Training films, series released, U. S. Office of Education, 30–31, no. 3, Dec.; 17, no. 7, Apr.
Training for Workmen's Compensation Claimants (Zimmer), 8, no. 4, Jau.
Training Program for Small Business: Conference report, Federal Advisory Board for Vocational Education, 5–8, no. 4, Jan.
Travel bureaus, to build "foundations of friendship," 16, no. 10, July.
Traveling art exhibits, Nebraska State University, 7, no. 9, Juue.
Treasury Department: Awards Distinguished Service Medal to Commissioner Studebaker, 4, no. 9, June; cooperates with U. S. Office of Education in school bond and stamp sale, 6, no. 5, Feb.; encourages schools to continue school savings program, 2, no. 1, Oct.; issues School Savings Charters, 21, no. 9, June.
Treaty-making power, affecting international exchange of teachers, 13–14, no. 3, Dec.
Truman, Harry S.: American Education Week, 1, no. 2, Nov.: calls Highway Safety Conference, 16, no. 8, May; greets national officers of Future Farmers of America, 19, no. 7, Apr.; Pan American Day address (excerpt), 2, no. 9, June; State of the Union message (excerpt on Federal aid), 10, no. 6, Mar
Tubb, J. M.: Mississippi Back-to-School Campaign, 8, no. 3, Dec.
Tuberculosis, suggestions, National Committee on School Health Policies, 21–22, no. 6, Mar.
Tuition: Elementary school pupils, State legislatiou governing Federal funds, Oregon, 28, no. 4, Jan.; rates for veterans in secondary schools, U. S. Office of Education, 8, no. 10, July.
Tulsa, Okla., Central High School receives Paraguayan scrapbook, 22–23, no. 1, Oct.
Twelve-grade system: Inaugurated in Louisiana, 31, no. 10, July; Maryland's legislation for public-school program, 29, no. 4, Jan. *See also* 11 grade school systems.
Twenty million victory gardens, recommendation, Department of Agriculture, 27, no. 9, Junc.

U

UNESCO—Design for Waging Peace (Benjamin), 1–6, no. 5, Feb. *See also* United Nations Educational, Scientific and Cultural Organization.
"Unfinished Task," theme of American Association of School Administrators, 9, no. 6, Mar.
Union Libraries, bimonthly publication, Boston Public Library, 10, no. 9, June.
Unit, teaching-learning for high-school students, publication, National Education Association, 28, no. 10, July.
United Nations Charter: What Was Done at San Francisco, pamphlet, 14, no. 3, Dec.
United Nations Educational, Scientific and Cultural Organization: Constitution, 2–6, no. 5, Feb.; preamble of constitution (excerpt), 31, no. 9, June; resolutious concerning, National Council of Chief State School Officers, 1, no. 7, Apr.; World Organization for Peace, 3–4, no. 1, Oct. *See also* UNESCO; UNO.
United Nations Information Office, study kit, publication, 13, no. 10, July.
United Nations Relief and Rehabilitation Administration, appeal for surplus canned food, 18, no. 5, Feb.
U. S. Armed Forces Institute, War Department correspondence training for military personnel, 31, uo. 10, July.
U. S. Government Announces, 32, no. 1, Oct.; 32, no. 2, Nov.; 32, no. 3, Dec.; 32, no. 4, Jan.; 32, no. 5, Feb.; 32, no. 6, Mar.; 32, no. 7, Apr.; 32, no. 8, May; 32, no. 9, June; 32, no. 10, July.
United States in World Affairs, Institute, American University, 27, no. 8, May.
U. S. Indian Service, publication on Indian education, 9, no. 5, Feb.
U. S. Office of Education: American Education Week, 14, no. 1, Oct.; 2, no. 2, Nov.; annual report, excerpts, 3–6, no. 6, Mar.; appointments and assignments, 7–9, no. 5 Feb.; 6, no. 6, Mar.; 1–2, 19, no. 10, July; appropriation, 79th Congress, First Session, 13, no. 1, Oct.; Back-to School Campaign, 10–11, no. 1, Oct.; 7–9 no. 3, Dec.; business education, services, 21, no. 9, June; Fellows of Education, appointed for Library of Cougress, 26, no. 10, July; functions outlined, 8–9, no. 5, Feb.; resolutions, National Council of Chief State School Officers, 1–8, 9–10, no. 7, Apr.; Georgia State School for the Deaf, survey, 21–23, no. 7, Apr.; inter-American rela-

tions—fellowships for visiting teachers of English, report, 31, no. 9, June; loan packets and slides, 16, no. 3, Dec.; international understanding material, source of, 24–26, no. 5, Feb.; loan packets, 16, no. 3, Dec.; model planes to Smithsonian Institution, 31, 32, no. 8, May; needs of children, State and community planning, report 30–31, no. 8, May; Negroes—radio broadcast, 24, no. 4, Jan.; services for, 21–25, no. 4, Jan.; nutrition education—need emphasized 22, no. 5, Feb.; picture story as loan, 8, no. 4, Jan.; periodicals, plans, 1–2, no. 1, Oct.; practical nurse training, study, 23, no. 1, Oct.; public libraries survey, 27 no. 2 Nov.; 25–26, no. 8, May; 10, no. 9, June; publications 14–24, 32, no. 1,Oct.; 29, 32, no. 2, Nov.; 4, 29, 30, 32, no. 3, Dec.; 8, 22, 25–26, 32, no. 4, Jan.; 32, no. 5, Feb.; 3–6. 19, 29, 32, no. 6, Mar.; 32, no. 7, Apr.; 28, 32, no. 8, May; 32, no. 9, June; 10, 32, no. 10, July; recordings, Asia and Far East, 13, no. 10, July; research and statistics, new service, 1, 3–4, no. 3, Dec.; school entrance ages, survey, 20–25, no. 10, July; school plant workshop sponsored, 16, no. 1, Oct.; school stamps and bonds, sale, 2, no. 1, Oct.; 6 no. 5, Feb.; 4, 21, no. 9, June; secondary school program for veterans, 7–8, no. 10, July; Social Hygiene Consultation Service sponsored, 16, no. 1, Oct.; Spanish Language Institute, 29, 30, no. 8, May; surplus food appeal for canning, 18, no. 5, Feb.; surplus property—disposal 17, no. 4, Jan.; Utilization Division established, 18, no. 4, Jan.; theses available, 25–26, no. 2, Nov.; 13–14, no. 5, Feb.; 24–25, no. 8, May; 29–30, no. 10, July; training films released, 30–31, no. 3, Dec.; visiting teacher problems, conference of national leaders, 17–19, no. 1, Oct.; vocational education, conference, 7, no. 10, July.

U. S. Office of Education Library: Courses of study, 19, no. 2, Nov.; 26, no. 2, Nov.; 14, no. 3, Dec.; 14, no. 6, Mar.; 25, no. 8, May; 12, no. 9, June; 30, no. 10, July; material for international understanding available, 24–25, no. 5, Feb.; recent theses, 25–26, no. 2, Nov.; 13–14, no. 5, Feb.; 24–25, no. 8, May; 29–30, no. 10, July.

U. S. Public Health Service: Collaborates in study of practical nurse training, 23, no. 1, Oct.; continues joint sponsorship of Social Hygiene Consultation Service, 16, no. 1, Oct.; makes report on *Child Health and the Selective Service Physical Standards,* 26, no. 6, Mar.

Units of study: Selected materials for teachers—China, 28, no. 5, Feb.; the Far East, 12, no. 10, July.

Universal Military Training—Some Pros and Cons (Frazier), 15–18, no. 5, Feb.

Universities, directory of members of National University Extension Association offering correspondence courses, 31, no. 10, July.

University of Alabama: Conference and workshop on nursery-school education, 28, no. 2, Nov.; supervisors' conference of Alabama Education Association, 23, no. 1, Oct.; workshop on international affairs, 27, no. 8, May.

University of California: High-school correspondence courses offered, 20, no. 4, Jan.

University of Chicago: Conference on planning school buildings, 22, no. 2, Nov.; workshop for teachers on problems on inter-American education, 27, no. 8, May.

University of Colombia: School for Foreign Students, 29, no. 8, May.

University of Denver: Surveys public knowledge of library financial support, 27, no. 8, May; workshop of Inter-American Education, 27, no. 8, May.

University of Florida: Teaching aids for teachers, 25, 26, no. 7, Apr.; visited by teachers of English from American Republics, 31, no. 9, June.

University of Havana: Sixth Summer Session for Foreigners, 29, no. 8, May.

University of Houston: Education workshop, 28, 29, no. 8, May; makes report of Pan American Round Table, 22, no. 1, Oct.

University of Idaho: Curriculum workshop on inter-American affairs, 27, no. 8, May.

University of Maine: Secondary workshop on education in an international world, 27, no. 8, May.

University of Maryland: Commencement address, 9–10, no. 1, Oct.

University of Michigan: Linguistic Institute, 27, no. 8, May; workshop survey of schools of the armed forces, 4, no. 9, June.

University of Nebraska: Publication on vocational education, 25, no. 2, Nov.; traveling art exhibits for rural schools, 7, no. 9, June.

University of New Mexico: School of Inter-American Affairs, 28, no. 8, May; summer field tour to Mexico, 29, no. 8, May.

University of South Carolina: Publication reporting inter-American affairs, 20, no. 1, Oct.

University of Texas: Visited by teachers of English from American Republics, 31, no. 8, June.

University of Wichita: Workshop for elementary teachers on guidance toward world citizenship, 27, no. 8, May.

University of Wisconsin: Program service for State FM radio network, 15, no. 5, Feb.; public documents course, 22, no. 5, Feb.; State curriculum workshop on intercultural and international relations, 29, no. 8, May.

UNO: Educational and Cultural Organization—Draft Proposals, 5–8, no. 1, Oct.; relationship with UNESCO, 5, no. 5, Feb. *See also* United Nations Educational, Scientific and Cultural Organization.

UNRRA: Descriptive pamphlet, 10, no. 3, Dec.; report of Displaced Persons Educational Program in Germany, 11, no. 4, Jan. *See also* United Nations Relief and Rehabilitation Administration.

Uruguay: Teachers of English visit the United States on fellowships, 31, no. 9, June.

Utah: Educational legislation, 29, no. 4, Jan.; 24, no. 7, Apr.

V

Venereal disease, policies concerning, National Committee on School Health Policies, 20–21, no. 6, Mar.

Venezuela: New libraries, buildings and equipment provided by Government, 27, no. 10, July; teachers of English visit the United States on fellowships, 31, no. 9, June.

Vermont: Educational legislation, 28, 30, no. 4, Jan.; State aid for small rural schools, 24, no. 7, Apr.

Veteran Comes to the Denver Public Schools, publication, Denver Board of Education, 27–28, no. 6, Mar.

Veterans: Groups represented, Citizens' Federal Committee on Education, 2, no. 6, Mar.; return to teaching, 5–6, no. 9, June.

Veterans' Administration: Directives from, needed by Federal Advisory Board, 17, no. 7, Apr.; report on Cadet Nurses in library service, 31, no. 7, Apr.

Veterans' education: *General*—Opinions and resolutions, National Council of Chief State School Officers, 3, 4, 14, no. 7, Apr.; preparing teachers and leaders, 23–24, no. 2, Nov.; *in high schools*—acceleration, Benjamin Franklin High School (Philadelphia, Pa.), report, 6, no. 2, Nov.; correspondence courses, California, 20, no. 4, Jan.; diplomas awarded, Connecticut, 29, no. 4, Jan.; Purple Heart High School, AAF Regional Hospital, Santa Ana, Calif., report, 27, no. 10, July; regional centers established, Massachusetts, 19, no. 4, Jan.; secondary school programs, U. S. Office of Education, survey, 7–8, no. 10, July; University School of Ohio State University, report, 21, no. 9, June; *library service and training for*—Gary (Ind.) plan for training, 26, no. 10, July; Information Bureau, Chicago Public Library, 6, no. 3, Dec.; New York Public Library, report, 26, no. 8, May; reading interests, American Library Association survey, 27, no. 10, July; *vocational training*—American Vocational Association, convention report, 10–11, no. 8, May; Federal Advisory Board for Vocational Education—for small business, 6–8, no. 4, Jan.; resolutions relating ot GI Bill of Rights, 5, no. 10, July; to be farmers, 16–17, no. 7, Apr.

Veterans' Education—Data for State-Wide Planning, publication, U. S. Office of Education, 30, no. 3, Dec.; 3, no. 6, Mar.

Veterans' Plans for Education—Report of a Denver Survey (Segel), 27–28, no. 6, Mar.

Victoria (Australia), public health services, 20–21, no. 3, Dec.

Victory Convention of Future Farmers of America, 18–19, no. 7, Apr.

Victory Farm Volunteers, letter, Chief State School Officers, 18, no. 9, June.

Victory gardens: Awards, Future Farmers of America, 19, no. 7, Apr.; 20 million recommended, Department of Agriculture, 27, no 9, June.

Vinson, Fred M.: Treasury Department cooperates with schools in peacetime savings program, 6, no. 5, Feb.

Virginia: State aid for school plant construction, 24, no. 7, Apr.; State Board of Education—appropriation for audio-visual programs in public schools, 27, no. 2, Nov.; course of study in music for elementary and high schools, 30, no. 6, Mar.; publication on minority racial groups, 12, no. 10, July; State change in 11-grade school system, 28, no. 6, Mar.; State-wide visiting teacher services, 21–22, no. 8, May.

Visiting Teacher Problems—National Leaders Conference, 17–19, no. 1, Oct.

Visiting Teacher Services—State-Wide [Virginia and Georgia], 21–23, no. 8, May.

Visiting teachers: Legislation, Louisiana, 31, no 10, July; of English, from American Republics, 31, no. 9, June; services, list of publications, U. S. Office of Education, 23, no. 8, May. *See also* School social worker.

Visual aids, workshop on use, Western Washington College of Education, 25, no. 7, Apr.

Visually handicapped children, building facilities, 18, no. 8, May.

Vocational agriculture: Progress, 15–16, no. 1, Oct.; training facilities, 17, no. 7, Apr.

Vocational Association. *See* American Vocational Association.

Vocational education, 25–26, no. 3, Dec.; curriculum enriched, Louisiana State Department of Education, 31, no. 10, July; Division, Columbia Ministry of Education, 20, no 7, Apr.; for Negroes, U. S. Office of Education, survey, 22, no. 4, Jan.; for veterans, 5–8, no. 4, Jan.; 16–17, no. 7, Apr.; 5, no. 10, July; Georgia State School for the Deaf, report, 21, no. 7, Apr.; in postwar economy, 2–3, no. 4, Jan.; Kentucky, funds, 30, no. 9, June; lacking in small and rural high schools, North Carolina State Board of Education, report, 20, no. 9, June; opportunities to groups and communities, 10–11, no. 8, May; publications—American Vocational Association, 13, no. 5, Feb.; Southern States Work-Conference on School Administrative Problems, 29, no. 10, July; University of Nebraska, 25, no 2, Nov.; U. S. Office of Education, list, 6, no. 6, Mar.; school responsibility, 9–10, no. 1, Oct.

Vocation Education, Federal Advisory Board. *See* Federal Board of Vocational Education.

Vocational Education—Forty Years, 13–16, no. 8, May.

Vocational Education Division, U. S. Office of Education: Assignments and appointments, 7, no. 5, Feb.; 15, no. 7, Apr.; contribution to international understanding, 24, no. 5, Feb.; enrollments and postwar planning, annual report, 3–4, no. 6, Mar.

Vocational education guidance: *For veterans*—American Library Association, report, 27, no. 10, July; Bureau of Information, Chicago Public Library, 6, no. 3, Dec.; New York Public Library, *for veterans and war workers,* 26, no. 8, May.

Vocational Education in the Years Ahead, publication, U. S. Office of Education, 3–4, no. 6, Mar.; report of conference, 6–7, no. 10, July.

Vocational rehabilitation, Maryland, State legislation, 28, no. 4, Jan.

Vocational schools, Minnesota, State legislation, 29, no. 4, Jan.

Volunteer army vs. Selective Service, 17, no. 5, Feb.

W

Wade, John E.: *All the Children,* annual report, New York City Public Schools, 31, no. 2, Nov.

Walt Disney Productions, nutrition films, Department of Agriculture, 4, no. 3, Dec.

War Department: Correspondence training for military personnel, U. S. Armed Forces Institute, 31, no. 10, July; GI Rounddtable educational pamphlets available to citizens, 2, no. 1, Oct.; 18, no. 9, June.

War emergency and postwar problems, policy, National Council of Chief State School Officers, 13–14, no. 7, Apr.

War Food Administration, plan for aiding school lunches, 12–13, no. 6, Mar.

War Manpower Commission, restrictions for school-work program, 10–11, no. 1, Oct.

War Relief Canning Projects—Future Farmers of America, 13, no. 1, Oct.

War Savings, 6, no. 5, Feb.

War Savings Stamps and Bonds. *See* Savings Stamps and Bonds.

War workers: Library service, New York Public Library, 26, no. 8, May; vocational training, 15, no. 8, May.

Warfare exhibit, San Francisco Library Commission, 6, no. 3, Dec.

Warner, Kenneth O.: Appointed director, Division of Central Services, U. S. Office of Education, 7–8, no. 5, Feb.

Warren, Julius E.: High Schools for Veterans [Massachusetts], 19, no. 4, Jan.

Wartime changes in school attendance and civilian population by States, 22, no. 5, Feb.

Wartime experiences, affect instructional "sights," 7, no. 9, June.

Wartime Health and Education, Hearings, Committee on Education and Labor, U. S. Senate, 78th Congress, Second Session, 11, 13, no. 2, Nov.

Wartime nursery schools to become permanent program, 11, no. 5, Feb.

Wartime objection to study abroad removed, Department of State, 11, no. 4, Jan.

Washington, D. C.: Back-to-School Campaign, 7–8, no. 3, Dec., child-care services continued, 9, no. 10, July; school regulations governing entrance age for beginners, 25, no. 10, July; terrain model building in high schools, 9–10, no. 3, Dec.

Washington County, Miss., school dental program, 16, no. 2, Nov.

Washington Post: Back to School Wisdom for All Communities, editorial, 2, no. 2, Nov.

Washington State: Educational legislation, 28, 29, 30, no. 4, Jan.; 9, no. 10, July; State aid for school plant construction, 24, no. 7, Apr.; 9, no. 8, May; State Department of Public Instruction—geography teaching aids, 25, no. 7, Apr.; nutrition workshop, 28, no. 2, Nov.; program of recreation, 31, no. 6, Mar.

Washington University (St. Louis, Mo.): General workshop on language arts and social studies, 28, no. 8, May.

Watson, Goodwin: What the schools should teach, 7, no. 9, June.

Welfare of children, proposed legislation, 10, no. 5, Feb.

West Virginia: Educational legislation, 30, no. 4, Jan.

West Virginia Plans for Schoolhouse Construction (Marshall), 25–26, no. 6, Mar.

Western alphabet, primary schools of Japan, 3, no. 9, June.

Western Reserve University: Inter-American Workshop, 28, no. 8, May; sponsors Cleveland's Sesquicentennial Celebration, 12, no. 8, May.

Western Washington College of Education (Bellingham, Wash.), workshop report on use of visual aids, 25, no. 7, Apr.

WHA station, University of Wisconsin, to provide program service for State FM network, 15, no. 5, Feb.

What Louisiana Has Done—A Progress Report (Coxe), 31, no. 10, July.

When Future Farmers Came to Washington (Tenney), 18–19, no. 7, Apr.

When Our Town Was Young, booklet, North Salem (N. Y.) Board of Education, 2, 6, no. 2, Nov.

White, Marie: Home Economics Education in Colombia, 19–20, no. 7, Apr.

White, Wilford: Vocational Education for Small Business, 5–6, no. 4, Jan.

White Plains, N. Y., child-care program continued, 9, no. 10, July.

Wiggin, Gladys A.: Teaching Peace Is Not Enough, 17–18, no. 10, July.
Will There Be a Plane in Every Garage?—GI Roundtable pamphlet, 11, no. 4, Jan.
Wisconsin: FM radio network, report, 15, no. 5, Feb.
Wisconsin State Teachers College (Eau Claire), diet survey, 9, no. 6, Mar.
Women: In the professions, research study, publication, National Education Association *et al*, 24, no. 8, May; physical education program, 12, no. 1, Oct.
Women in Education. *See* National Association for Women in Education.
Women veterans, counseling and training (Brown), 10, no. 8, May.
Works Progress Administration, served school lunch program, 12, no. 6, Mar.
Workmen's Compensation Claimants—Training, 8, no. 4, Jan.
Workshops: Conducted by State departments, prepare lists of teaching materials, 25, no 7, Apr.; for Negro trade and industrial teacher trainers, 23, no. 4, Jan.; Latin American, sponsored by YWCA, St. Paul, Minn., 22, no. 1, Oct.; nursery school teachers conference, Alabama College, 28, no. 2, Nov.; *on international and intercultural relations*, 27–30, no. 8, May; *on nutrition education*—Indiana State Teachers College, 8, no. 4, Jan.; 22, no. 5, Feb.; Washington State, 28, no. 2, Nov.; *on school lunch programs*, State colleges, 13, no. 6, Mar.; *on school plant facilities*, 17, no. 8, May; survey, *on schools of the armed forces*, University of Michigan, 4, no. 9, June
Work-study plan, Washington, D. C., schools, 7–8, no. 3, Dec.
World Affairs Week, publication on program, Providence Department of Public Schools, 21, no. 9, June.
World citizenship: Teaching in public schools, Colorado State plan, 17–18, no. 10, July.
World Cooperation—Adult Forums Consider, 2, no. 3, Dec.
World Organizations for Peace (Abraham), 3–4, no. 1, Oct.
World peace, committees and recommendations, National Council of Chief State School Officers, 5, 14, no. 7, Apr.
World War I bulletins on education in other countries, publication, U. S. Office of Education, 25, no. 5, Feb.
"Worthy use of leisure," one of the seven objectives of education, 29, no 6, Mar.
WPA. *See* Works Progress Administration.
Wright, Grace S.: Permissive School Entrance Ages in Local School Systems, 20–25, no. 10, July.
Wright, J. C.: Assignment, U. S. Office of Education, 7, no. 5, Feb.; Forty Years in Vocational Education, 13–16, no. 8, May; to retire as Assistant Commissioner for Vocational Education, 15, no. 7, Apr.

Y

YWCA, St. Paul, Minn., sponsors Latin-American workshop, 22, no. 1, Oct.
Young Children—Postwar Planning for—Questions and Answers, 9–12, no. 5, Feb; State legislation, 30, no. 4, Jan.
Youth: Preparation for citizenship, 10–11, no. 1, Oct.; secondary school life adjustment training for 60 percent, 6–7, no. 10, July.

Z

Zimmer, V. A.: Training for Workmen's Compensation Claimants, 8, no. 4, Jan.

LIBRARY
DEC 30 1947
NATIONAL EDUCATION ASSOCIATION

Federal Security Agency OSCAR R. EWING, *Administrator*

U. S. Office of Education JOHN W. STUDEBAKER, *Commissioner*

Editor in Chief, OLGA A. JONES

For sale by the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.
Price $1.00 Domestic. $1.50 Foreign.

758207 U. S. GOVERNMENT PRINTING OFFICE: 1947

NATIONAL LIBRARY OF EDUCATION
3 6533 00283242